REPORT RESUMES

ED 011 168

FL 000 045

REPORT OF THE SEMINAR FOR COLLEGE TEACHERS OF FRENCH, GERMAN, AND SPANISH (INDIANA UNIVERSITY, JUNE 22 - AUGUST 4, 1964).

BY- MACALLISTER, ARCHIBALD T. VALDMAN, ALBERT

INDIANA UNIV., BLOOMINGTON, IND. LANGUAGE PROGRAM

PUB DATE 4 AUG 64

EDRS PRICE MF-$0.27 HC-$6.88 172P.

DESCRIPTORS- *COLLEGE TEACHERS, *INSERVICE PROGRAMS, *INSTITUTES (TRAINING PROGRAMS), *MODERN LANGUAGES, *TEACHING METHODS, APPLIED LINGUISTICS, FRENCH, GERMAN, LITERATURE, SPANISH, BLOOMINGTON

A SUMMARY IS GIVEN OF A 6-WEEK PILOT SEMINAR IN INSERVICE EDUCATION FOR 46 COLLEGE LANGUAGE TEACHERS, CONDUCTED AT INDIANA UNIVERSITY DURING THE SUMMER OF 1964. THE PURPOSE WAS TO PRESENT TO THESE TEACHERS NEW FINDINGS IN LINGUISTICS AND LANGUAGE LEARNING AND, ULTIMATELY, CREATE INTEREST IN THE PROFESSION FOR REVITALIZING COLLEGE LANGUAGE TEACHING. THE FIRST PART OF THE REPORT DESCRIBES (1) THE ORGANIZATION OF THE SEMINAR, (2) THE SELECTION OF THE FRENCH, GERMAN, AND SPANISH PARTICIPANTS, THE GRAPHS AND CHARTS SHOWING AGE, EXPERIENCE, GEOGRAPHICAL DISTRIBUTION, AND CHARACTERISTICS OF THE PARTICIPANT'S HOME INSTITUTIONS, (3) FACILITIES OF THE UNIVERSITY USED BY THE PARTICIPANTS, (4) THE LECTURE SERIES, AND (5) A SAMPLE WEEKLY SCHEDULE OF CLASSES AND ACTIVITIES. A SECTION ON EVALUATION PRESENTS SUMMARIES OF THE VIEWS OF PARTICIPANTS AND STAFF REGARDING THE PROGRAM OFFERED AND IMPROVEMENTS FOR FUTURE SEMINARS, ALONG WITH A SAMPLE OF THE QUESTIONNAIRE USED. THE BULK OF THE REPORT IS A SERIES OF DESCRIPTIONS--INCLUDING OUTLINES OF CONTENT, SCHEDULES OF ACTIVITIES, BIBLIOGRAPHIES, AND LISTS OF REQUIRED TEXTS--OF THE COURSES THE SEMINAR OFFERED. THE COURSES WERE APPLIED LINGUISTICS, METHODS OF LANGUAGE INSTRUCTION, THE TEACHING OF LITERATURE, DEMONSTRATION CLASSES, PSYCHOLOGY OF LANGUAGE LEARNING, AND LANGUAGE LABORATORY METHODS. (AM)

ED011168

Report Of The

SEMINAR FOR COLLEGE TEACHERS OF FRENCH, GERMAN, AND SPANISH

INDIANA UNIVERSITY/BLOOMINGTON

June 22—August 4, 1964

A project of the
Indiana Language Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 000 045

REPORT

# of the

SEMINAR FOR COLLEGE TEACHERS

of

FRENCH, GERMAN AND SPANISH

Conducted at Indiana University
June 22 - August 4, 1964

Co-Directors:

Archibald T. MacAllister, Princeton University
Albert Valdman, Indiana University

Sponsored by the Indiana Language Program,
George E. Smith, Director

This Seminar is a project of the INDIANA LANGUAGE PROGRAM (ILP), a unique ten-year program at Indiana University designed to extend and improve all aspects of foreign language learning in the schools of the state. Working in close cooperation with the State Department of Public Instruction, administrators' and teachers' associations, and public school corporations, as well as Indiana's universities and colleges, the ILP is supported during the first five-year period by a grant from the Ford Foundation.

CONTENTS

FOREWORD 7

Organization. 9

Demonstration Classes. 17

Selection of Participants 20

Plate 1. 21
2. 22
3. 24
4. 25
5. 27
6. 28

Facilities 29

Plate 7. 31

General Evaluation. 32

General Recommendations 37

Participant Reactions. 40

Initial Interviews. 41

Evaluation Questionnaire. 43

Graph 1. 44
Table 1. 49
Table 2. 51

Staff 52

Participants. 56

Photograph. 63
Key 64

COURSE REPORTS 66

French

Demonstration Class 67
Methods 71
Applied Linguistics 75
Phonology 78
Literature 86

German

Methods and Materials 95
Applied Linguistics 106
Literature. 111

Spanish

Methods 128
Applied Linguistics. 140
Literature. 145

Psychology of Language Learning 161

Language Laboratory Methods. 167

Certificate of Completion 169

FOREWORD

This Report of the first Seminar for College Teachers of French, German and Spanish, held at Indiana University in conjunction with the Linguistic Institute in the summer of 1964, is written with several purposes. First, as an accounting to those who possessed the vision to see the great need for such a Seminar and the courage to provide the support which made it possible. These would include Dr. J. W. Ashton, Vice-President and Graduate Dean, and Dr. Samuel Braden, Vice-President and Dean of Undergraduate Development at Indiana University, Dr. George E. Smith, Director, Indiana Language Program, the Advisory Committee for the Program, and the Ford Foundation which supports it.

Our second purpose is to furnish our colleagues in the academic world with as full an account of our experiences--including the less fortunate ones--as may seem useful to those who will wish to set up similar programs in their universities. For it is our earnest hope that there will be many who will wish to follow our example. When we launched this pilot program we had great faith in its potential usefulness; now, at the end of our six weeks' experience, we believe that all of those connected with the enterprise have joined in demonstrating the rightness of that faith. This will be seen later in the summary of the participants' evaluation, and has been further testified to in oral and written comments, as well as by the number of inquiries concerning future Seminars, and letters from participants recommending friends and colleagues for inclusion in any future programs. Even those two.or three participants who did not react favorably have served to underline the need for revitalizing college and university work in our field. That this need exists has already been shown by the fact that even recent college graduates have supplied a growing proportion of the population of NDEA Institutes that were originally intended to bring up to date the graduates of years ago.

For the guidance of possible emulators, it should be pointed out that this Seminar was designed to reach a much larger number of college teachers by indirect influence. Participation in it was limited to persons with responsibility for the direction of language programs, or for the supervision of numbers of assistants or associates or instructors in section-courses. Since teachers in such positions are also likely to be working, either currently or in the near future, in introductory courses in literature, we included provision for discussion in that area. At least two other types of seminar should be considered; for junior staff members with less experience and responsibility than our participants, and for the newly appointed teaching assistant or associate about to enter on his first job, without either training or experience in teaching. Of these three, there can be no questioning the fact that the type represented by our Seminar presents the greatest difficulties. The most manageable group would be the last named, the entering graduate student; this is a field where individual universities, or neighboring institutions of similar caliber, should be encouraged to undertake a program where the cost would be minimal and the immediate returns would be high.

Our third and final purpose is to make available to our colleagues the material either gathered for the Seminar or produced by it. This will take the form of course outlines, bibliographies, and, in some cases, summaries of discussions and conclusions reached.

To make the Report most useful for these various purposes we have arranged the material so as to present, first, the Directors' account, including their evaluation and recommendations; the summary of the participants' evaluations; the list of Staff and Participants; and, finally, the Course Reports and relevant material. Thus, for future consultation, the two kinds of material most likely to be sought will be found either at the beginning or the end of the document.

ORGANIZATION

Genesis and Early Stages of the Seminar

Because the Seminar took place very soon after the appearance of the Modern Language Association's Report on the Preparation of College Teachers of Modern Foreign Languages (definitive version, PMLA, May, 1964, pp. 1-15), many have supposed that the Seminar grew out of the Report. This supposition would certainly not have been lessened by the fact that the author of the Report, Archibald T. MacAllister of Princeton, served as Senior Co-Director. As a matter of fact, the Seminar was conceived by Albert Valdman of Indiana University early in 1962 while he and Thomas Sebeok were making plans for the Summer Institute of the Linguistic Society of America to be held at Bloomington in the summer of 1964.

The original proposal cited briefly the conditions in colleges and universities that militate against good language teaching (extensive use of untrained, inexperienced graduate students, methodological lag, lack of status for effective language teachers) in the midst of the growing need for foreign language proficiency and the need for better learning techniques on a national scale. It saw in the presence of the Linguistic Institute an ideal climate for a Seminar to impart the new findings of linguistics, psycholinguistics, psychometrics to "junior rank members of the French, German, and Spanish departments of the larger universities who are directly concerned with the supervision or organization of language instruction."

The original proposal differed from the Seminars outlined in the MacAllister Report by being heavily weighted in favor of linguistics, with little attention to methodology, and none to literature or culture. It was frankly experimental and included an ambitious plan for assessing the impact on the participants of the direct training as well as the proximity of the Linguistic Institute. As is evident, the proposal underwent extensive changes before securing the support that made it possible.

In January, 1962, the Proposal was submitted to the United States Office of Education for consideration under Title VI of the NDEA of 1958. As must have been foreseen, it was returned as not falling within the provisions of the law, but with sincere regret because such projects were directed at a notoriously neglected area. During the rest of 1962 one foundation was approached. Although that foundation gave the project long and earnest consideration, the year closed with the search for support still unsuccessful. In September, 1962, at the suggestion of Dr. Sebeok and for the purpose of securing opinion in the profession which might lend the Proposal greater strength in future contacts, Dr. Valdman sent a description of the proposed Seminar to forty department heads throughout the country. His letter concluded:

> Before the proposal is examined in detail we should like to have your initial general reaction to this type of summer institute. Particularly, we should like to know whether you would be willing to recommend some member of your department ... who presently assumes administrative responsibilities in your language instruction program....

The response was very good and astonishingly prompt, considering that it came at what is a very busy season of the year for administrators. In general, it can be said that there was only one reply which completely rejected the idea of such a Seminar, doing so mainly on the grounds that conditions in college and university were so satisfactory that there was no need for what the Seminar proposed. There were a few respondents who criticized one or more features of the plan. The majority gave their approval in varying degrees of enthusiasm, and either named colleagues whom they would suggest as candidates or stated their readiness to name them should the matter mature as outlined.

It is generally acknowledged now in retrospect that allowing those responses to be forgotten during the ensuing year, while the Seminar project marked time, led to an unfortunate sacrifice of accumulated good will when the Seminar was formally announced. They were rediscovered only when research was begun for this report.

At about the same time as that sampling of opinion was going on, an extraordinary experiment in the revitalizing of foreign language study on a statewide scale was taking shape at Indiana University. Known as the Indiana Language Program, the plan had been conceived by Professor William R. Parker, former Executive Secretary of the MLA and founder of its Foreign Language Program. The Ford Foundation had made a grant to support the first five years of its ten-year program. It was the ILP's Advisory Committee, headed by Dean Samuel E. Braden, that eventually made the Seminar possible. In the fall of 1963 it received the more or less formal assent of the Foundation to the application of a large fraction of its grant to an enterprise outside the original plan of operation--and the Seminar was adopted as a project of the ILP.

Chief among the decisions remaining were the questions of timing, and of finding a director if the Seminar were to be held in 1964. Professor Valdman had in the meantime become chairman of the Linguistics Department and this new position, with his duties as assistant director of the Linguistic Institute, made an additional administrative burden undesirable. The two questions were in fact closely related; the end of the year was already an extremely late date to launch a Seminar for the following summer. The most desirable candidates for faculty and participants alike have usually completed their summer plans well before that time. Unless a suitable co-director could be very promptly found, the project would have to be abandoned for 1964.

It was in search of advice on these matters that Drs. Valdman and Smith went to the headquarters of the MLA at the end of November. And here two projects hitherto unrelated, except in purpose, converged as the visitors were shown for the first time the "MacAllister Report," _The Preparation of College Teachers of Modern Foreign Languages_, and found in it a section describing and urging much the same type of Seminar, even with the same title, as theirs. From this discovery came confirmation of the soundness of the Seminar project, and also a possible candidate for the co-directorship: Dr. MacAllister, an administrator of demonstrated ability, known to the profession, not merely sympathetic to the idea of a Seminar but with the experience of having planned and scheduled several specimen programs.

When Dr. MacAllister was approached by telephone just before Christmas, he found the decision difficult for various reasons: working with a colleague he did not know, on a program already quite completely worked out, with certain staff commitments already entered into but with other places to be filled at a very late time in the year; no announcement or promotion of any kind yet made. On the other hand, it seemed hardly possible to decline an opportunity to turn one's dream into reality. The invitation was therefore accepted, contingent on final approval by the ILP, which came toward the middle of January.

Meanwhile, certain adjustments in the curriculum were negotiated, to bring it more closely into agreement with the recommendations contained in the MLA Report; a course in the presentation of literature was added in each of the three languages; the consideration of culture from the anthropological point of view, and an overview of college methods courses and supervision programs, found a place in the lecture series planned to supplement the course offerings.

The lecture series had been conceived in such a way as to present an integrated coverage of important new developments in the field, which would lend itself to publication as a separate volume. With the original curriculum, and without the many lectures of the Linguistic Institute, the series would have added a vital dimension. In the end it could not be completed.

To summarize, in its final form the Seminar was structured as follows:

(1) Psychology of Language Learning;
(2) Applied Linguistics--French, German, Spanish;
(3) Methods of Language Instruction--French, German, Spanish;
(4) Teaching of Literature--French, German, Spanish;
(5) Lecture Series--miscellaneous topics.

Recruitment of suitable staff members for the course in literature was especially difficult because of the very reasons that made such a course desirable--the tendency among senior colleagues especially (and for a Seminar directed at more mature personnel the need for a certain authority and experience in staff members seemed clear) to view literature as history, to overstress background material at the sacrifice of direct study of the text itself. Only great good fortune made it possible to secure the type of person needed. Fortune was kind also in those other areas that Dr. Valdman had not already filled, so that the staff finally engaged was in almost every instance of top caliber.

At the same time, practical problems demanded immediate attention; the brochure, for which design and copy had been ready since shortly after the initial conference of Messrs. Valdman, Smith and MacAllister at the MLA meeting in Chicago, had to await its place in printing schedules, so it was decided to send out a preliminary letter, formally announcing the Seminar, to the widest possible range of institutions. At the same time it was decided, especially because of the shortness of time, to call upon department heads to screen and recommend candidates. This appeared desirable also for the fact that the conditions of application--a position of importance in the area of language instruction, supervision of a number of assistants or instructors, etc.--required the chairman's confirmation.

Early in January a five-page announcement was sent out to approximately 100 of the more important language departments in the country. This paper included a detailed explanation of the purposes of the Seminar and offered a prospectus of the program which would be offered as well as a tentative class schedule. A list of the three lecture series being offered--both those of the Seminar and those of the Linguistic Institute--was given and mention was made of the various meetings of professional and scholarly groups in related fields which would be held on the Indiana University campus at the same time. The physical facilities--both living and classroom--available at McNutt were also described. Finally, there was a statement of the application procedure to be followed.

Later in the month a mimeographed letter from the co-directors, again generally describing the nature of the Seminar and stressing the fact that applications must be made through department heads, went to chairmen of well over 1,000 institutions.

When the brochures and application forms were ready around the first of February, 3,137 of these were sent to the 2,137 schools listed in the September 1963 issue of PMLA. Brochures contained a clear description of the type of candidate desired and the nature of the instruction to be offered. The statement was made that each successful applicant would receive 75% of his salary for an eight-week summer session at his home institution. The living facilities available at McNutt Quadrangle were described along with the benefits which it were hoped would be achieved by the participants living together in dormitory accomodations. The charges quoted were the best estimates available from university housing officials at the time. Although the Seminar was not intended for credit, it was said that credit could be had if special arrangements were made in advance. Interested persons were urged to consult at once with the head of their departments as to the advisability of applying for the Seminar. By March 19, 75 formal applications had already been received. The Seminar also received many letters expressing interest and support.

Since the problems of coordinating the intentions and efforts of the staff of a trilingual Seminar were too complex and too numerous to be properly settled by correspondence, the Northeast Conference on the Teaching of Foreign Languages to be held in mid-April in Washington, D. C. was chosen as a convenient time and place for a conference. All the staff except those from the Far West, Mr. Beeler in California and Mr. Enguídanos in Texas, were present, and a very fruitful exchange of views took place. Since each had been asked to supply a tentative outline of his course in advance, most issues were clarified, and those problems not solved were at least clearly delineated.

Particularly, the Methods instructors pointed out that Demonstration classes constituted an integral part of a Methods course and urged that students typical of first year college foreign language classes be made available to them. In the period between the Washington conference and the Seminar almost all moot questions had been settled, bibliographies and book-order lists had been received from most of the staff.

When the Senior Co-Director arrived in Bloomington in the beginning of June, one problem required special attention. Although provision had been made in the tentative schedule for the demonstration classes requested in Washington, enrollment for demonstration was far below the minimum required.

DEMONSTRATION CLASSES

After the Methods people had stressed the necessity of demonstration classes to prevent the discussion of methods and materials from becoming too theoretical, Mr. Valdman had agreed to pursue this. The ideal situation would obviously have been to have sections of beginning French, German and Spanish from the College of Arts and Sciences, but Mr. Valdman expressed serious doubts, which proved well grounded, about the feasibility of this. It was then suggested that graduating high school seniors might offer a good possibility, since they would meet the same conditions of age, etc., as college freshmen, and some might be glad for the chance to get a head start on a language they planned to begin in September.

On his return to Bloomington, Professor Valdman discussed the problem with the director of the University Schools. The principals of the University High School and of the Bloomington High School were then told of the opportunity open to interested students, but there was almost no response. This is very different from the experience of the average NDEA Institute, where applications are typically far in excess of available places. Two explanations suggested themselves. The first of these was the existence in the University of a program for secondary school teachers of foreign languages which also recruited a demonstration class. However, we discovered later that this program, too, had found it hard to get an adequate number of volunteers, so they cannot have been an important factor. The second possible cause for the poor response may have been the fact that the schools could be approached only through the principals, in the absence of a well-developed and effective channel of communication. The principals had the announcement made only to students already taking a foreign language, although our clearly stated preference was for students without previous experience in the language. It would be well in any future operation to establish channels of communication which will insure that similar announcements reach all pupils, and not merely those already involved with a language.

Our problem was finally solved by making a personal appeal for help to the local papers and the radio station. The Daily Herald-Telephone gave us a prominent page-one spot with a catchy headline; the ensuing response brought almost one hundred additional applications. Our final difficulty was to reduce the class size without creating hard feelings.

After the first few days, it became evident that in a Seminar of this level, at least, demonstration classes are worth any amount of trouble, provided they are followed immediately by the discussion of methods and materials. This arrangement was made possible by scheduling the demonstrations in the first period of the day. Not only is the observation valuable in itself; it is of even greater value in getting the methods course off to a running start. The fact that the students were almost all well beyond college age (several were fifty or older) proved not to be quite as extreme a handicap as we had feared it might be; it did greatly lessen the effectiveness of the demonstration. This was particularly true in French because of the method employed. Nonetheless, the demonstration class served its one major purpose, that of proving that language teaching, like language itself, is something you do, not something you just talk about.

It is indicative of the rapid progress being made in the field that in each language the demonstration class used unpublished materials. In German and Spanish these had been produced largely by the teacher himself. In French, we had a situation which should be avoided in any future operation; the unpublished material was not the work of the teacher. Worse, she had not had access to any of the text until a few days before classes began, and she usually received each unit only a few days before it was to be presented.

SELECTION OF PARTICIPANTS

The selection committee, composed of Messrs. Valdman, MacAllister, (in absentia) and Smith, and of Messrs. Richard O'Gorman, Eberhard Reichmann, and Merle Simmons, representing the Indiana University departments of French, German, and Spanish, respectively, met on March 19 to screen applications for participation in the Seminar. (Mr. MacAllister later approved and amended the selections as well as he could without having seen the applicants' folders.)

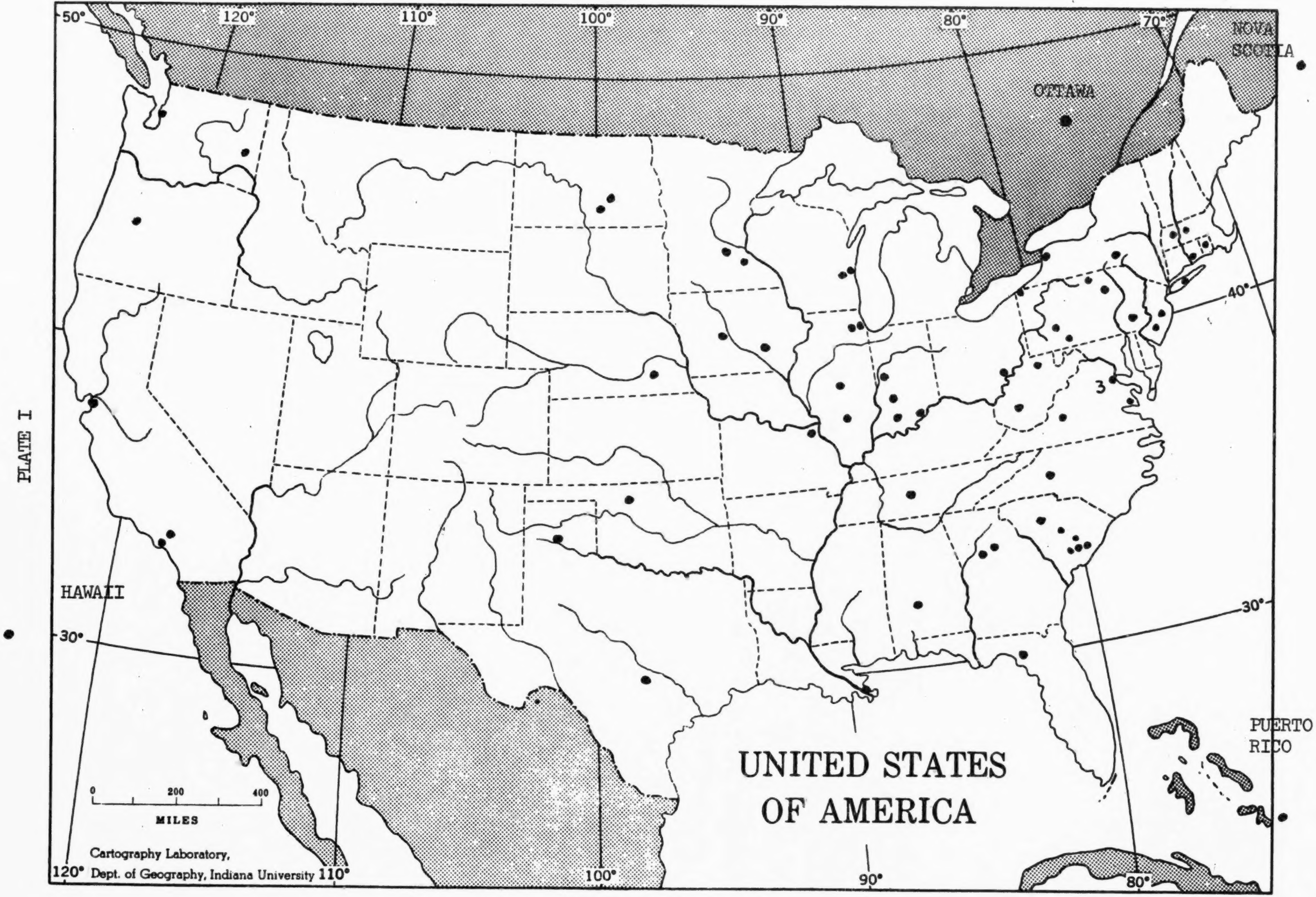
The major criteria for selection were: a) the credentials of the applicants, b) the recommendation of chairman or dean, c) the balancing of geographical representation among the participants, and d) the balancing of representation as to the size and nature of the applicant's home institutions.

Major factors in the evaluation of credentials were the applicant's rank and number of years in teaching, his relative influence in the teaching policies of his department and the number of people under his supervision. The committee selected, where possible, professors of middle rank who were involved in the supervision of language teaching and who showed promise, by age and record, of increasing their supervisory responsibility, as well as of reflecting the Seminar's influence as widely as possible.

The result of this first meeting was the division of the applications into three categories: "Accepted", "Not Accepted", and "Undecided". Notices were sent out to the first two categories immediately.

At this point Mr. MacAllister suggested that requiring a tape of all those in the "Undecided" category would provide one additional piece of evidence, since a minimum linguistic homogeneity was desirable. Accordingly, a letter was sent out to these applicants asking for a reading

DISTRIBUTION OF APPLICATIONS

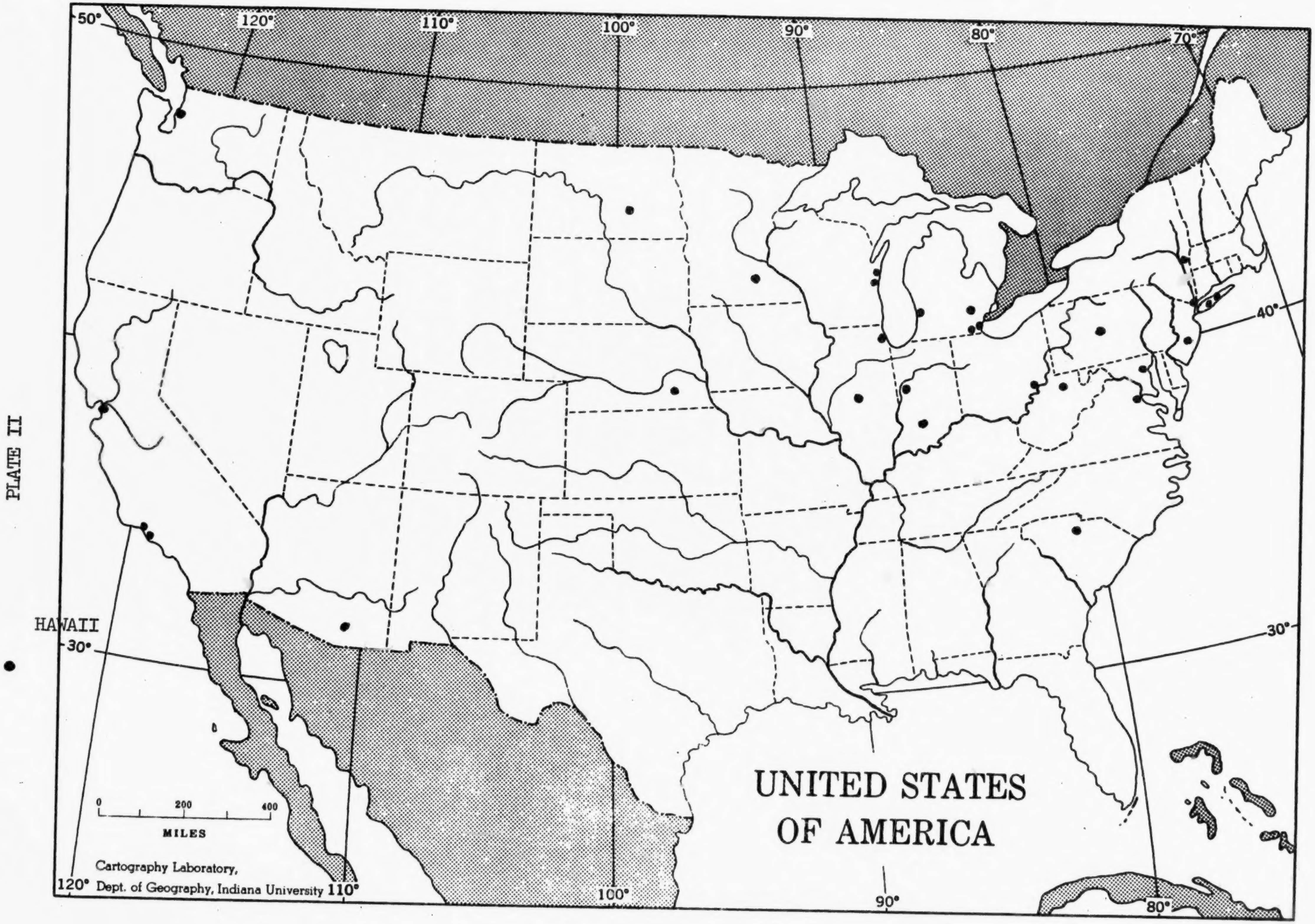

50°
120°
110°
100°
90°
80°
70°
NOVA SCOTIA
OTTAWA
40°
3
HAWAII
30°
PUERTO RICO
UNITED STATES OF AMERICA
0
200
400
MILES
120°
110°
100°
90°
80°

Cartography Laboratory, Dept. of Geography, Indiana University

PLATE I

DISTRIBUTION OF PARTICIPANTS

PLATE II


50°
120°
110°
100°
90°
80°
70°
40°
30°
HAWAII
UNITED STATES
OF AMERICA
0
200
400
MILES
Cartography Laboratory,
Dept. of Geography, Indiana University

not exceeding five minutes from the modern literature of the language.

Returns, in most cases, were prompt and rewarding. The tapes were heard and commented on by the departmental representatives; in this way selection of further participants was greatly facilitated. If there was any unfavorable reaction to this process, as some had feared, the Seminar did not hear of it. Accordingly, at Mr. MacAllister's request, the tape requirement was extended to include all participants. This should be made a regular part of the selection process, once the field has been narrowed down. In view of the reported ungrammatical production of one foreign-born participant, it might be well to send each "semi-finalist" a carefully structured, though brief, script testing this skill. In all cases, the persons judging tapes should be selected by the directors of the Seminar, not by a department.

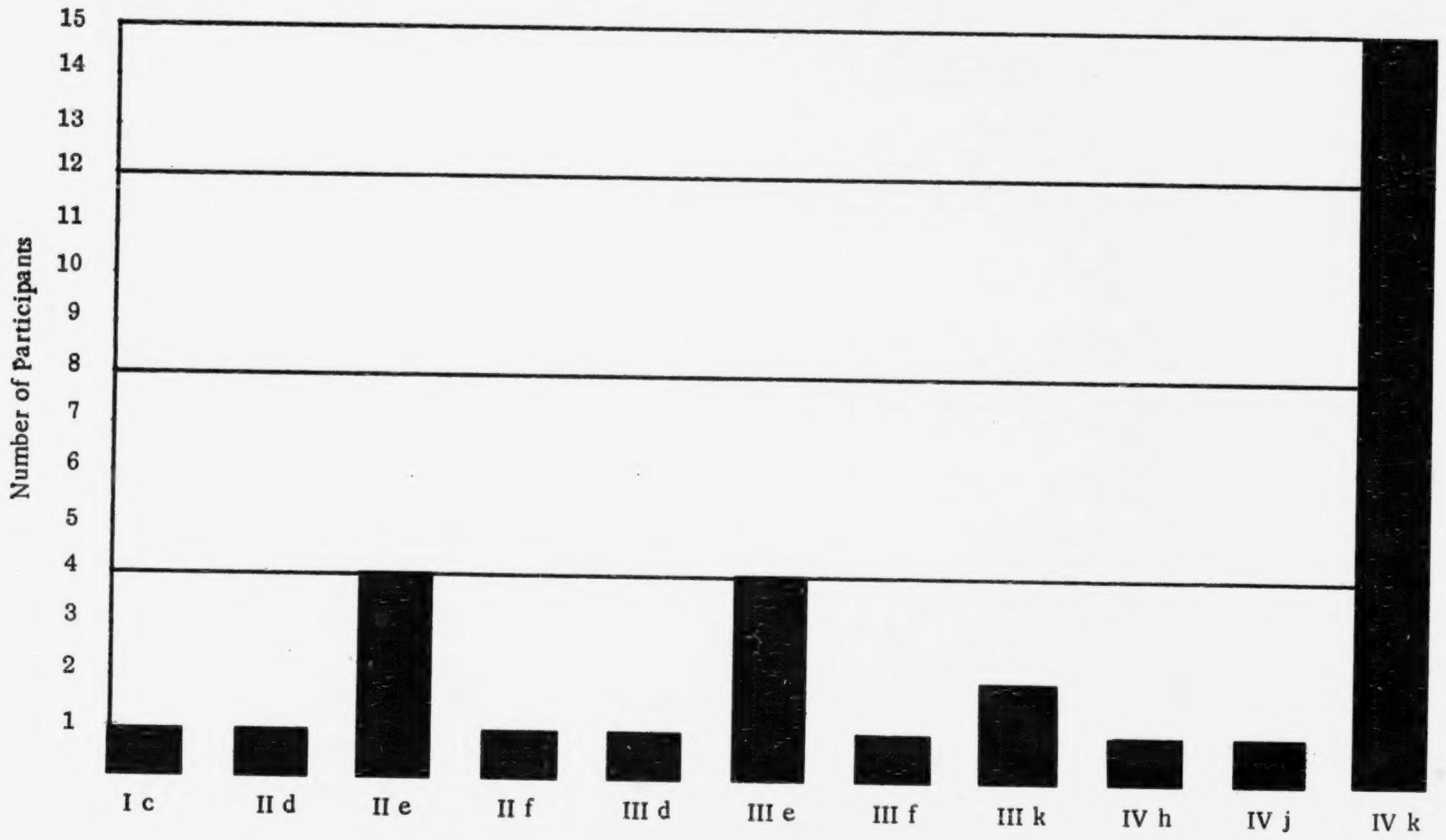
It was felt that a satisfactory geographical distribution had been obtained when participants representing 19 states and the District of Columbia were selected from among applicants representing 33 states, two provinces of Canada, the District of Columbia and Puerto Rico. The largest regional representation among participants was of the Eastern United States, followed by equal representation from the Midwest, North Central and Western regions (including Hawaii) respectively, and a smaller representation from the South and Southwest. (See Plate II).

The distribution as to size and nature of participants' institutions was equally balanced, the largest number coming from state universities and equal numbers from colleges and private universities (including sectarian, non-sectarian and community-sponsored institutions). (See Plates III and IV).

Toward the close of the Seminar the directors made all possible efforts to determine whether there was anything in the supporting letters

Plate III

CLASSIFICATION OF PARTICIPANTS' INSTITUTIONS ACCORDING TO THE EDUCATION DIRECTORY 1963-1964*



I. Two but less than four years of work beyond 12th grade.

II. Only the Bachelor's and/or first professional degree.

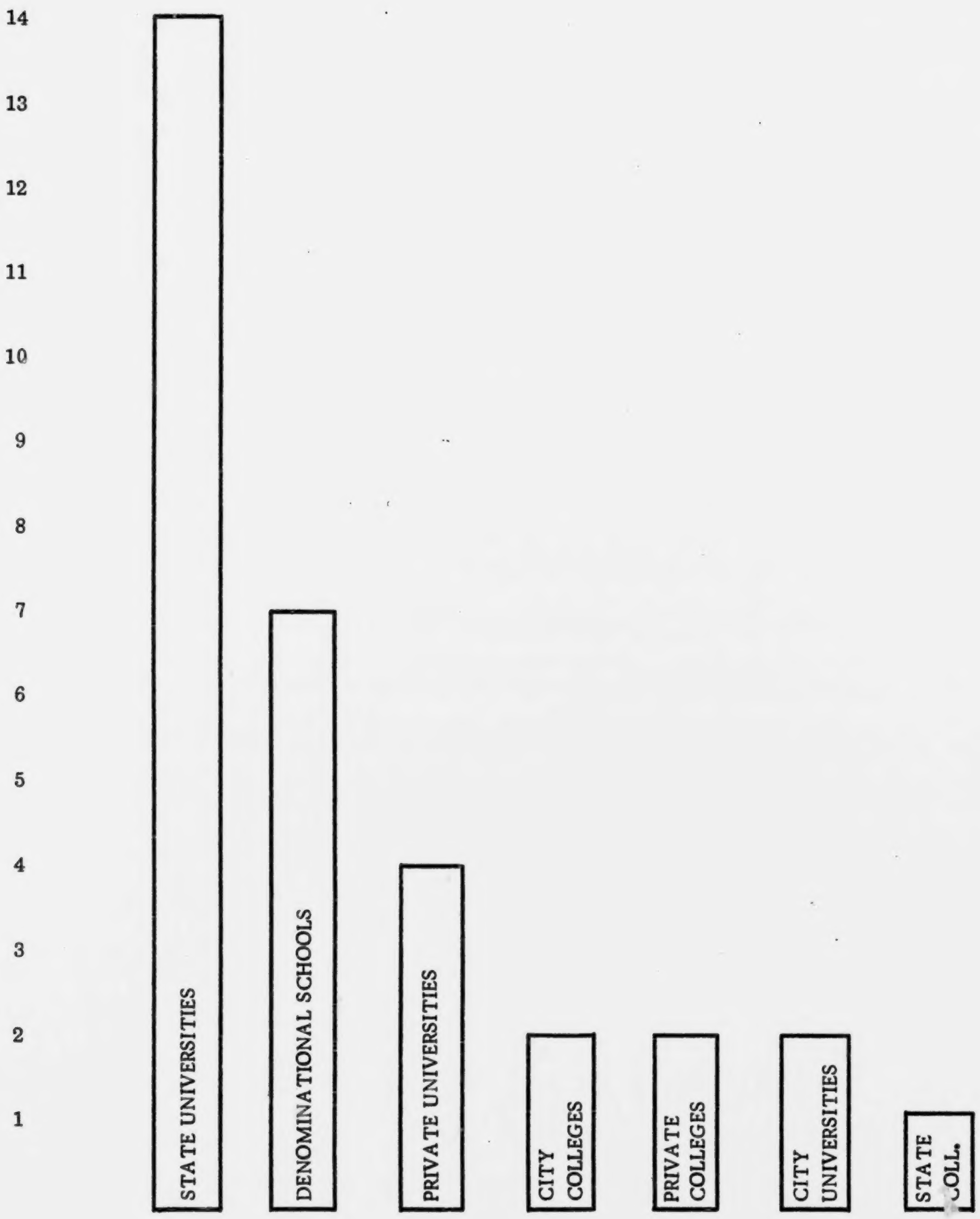
III. Master's and/or second professional degree.

IV. Ph. D. and equivalent degrees.

c	Liberal arts and general, and terminal-occupational
d	Primarily teacher preparatory
e	Liberal arts and general, and teacher preparatory
f	Liberal arts and general, teacher preparatory and terminal-occupational
h	Professional and teacher preparatory
j	Liberal arts and general with one or two professional schools
k	Liberal arts and general with three or more professional schools

*U. S. Department of Health, Education, and Welfare
Office of Education

Plate IV



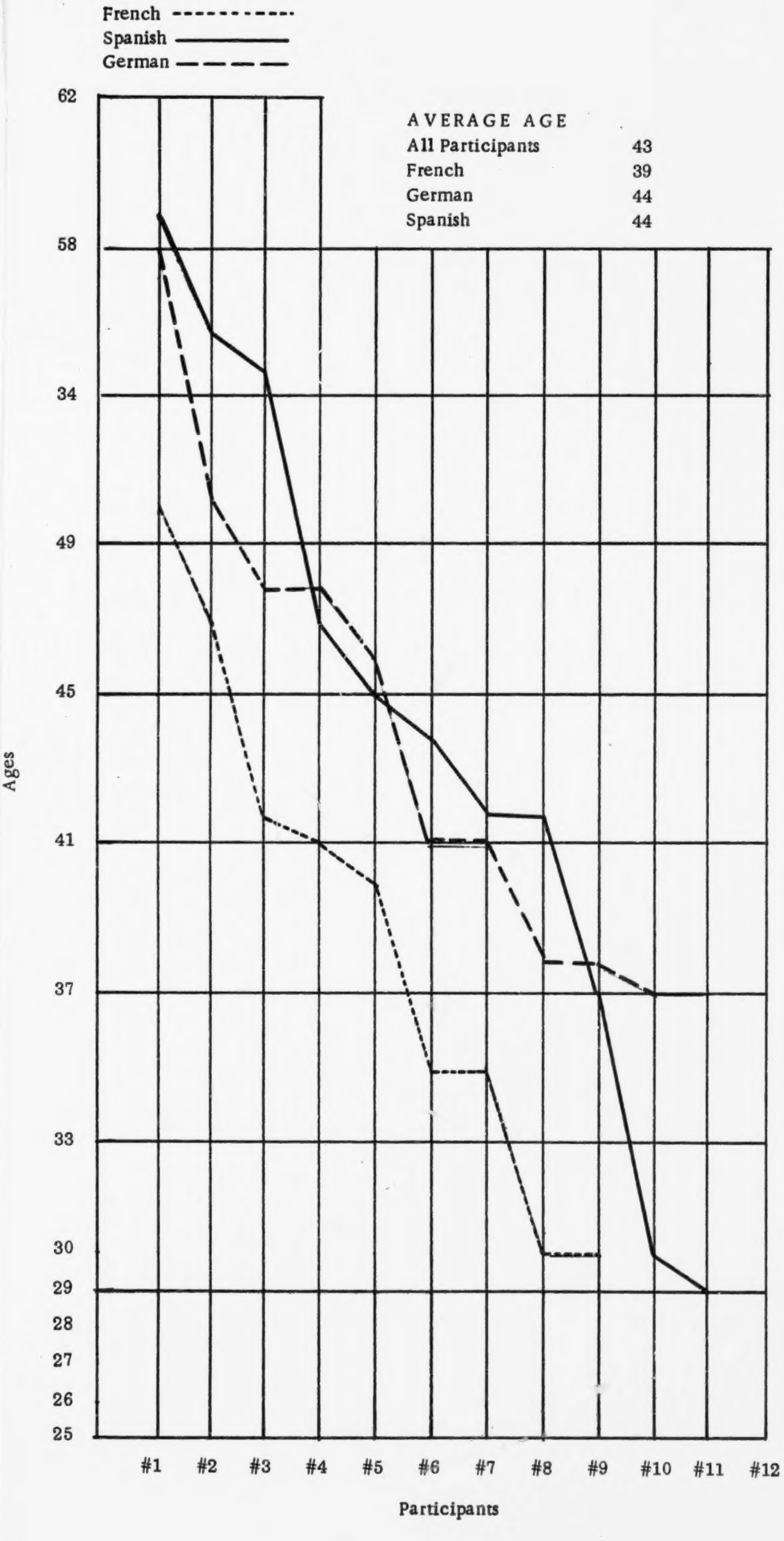
Nature of Control of the Institutions

of the few outstandingly uncooperative participants or anywhere else in their credentials or records, so far as known, which might have given a clue to their eventual conduct, and which might serve to warn those conducting future operations of this sort. Insofar as the letters are concerned, the results were completely negative.

The only other item of any potential interest was found in examining the fields of scholarly interest or specialization. No slightest claim is advanced as to the significance to be attached to these findings; obviously, in a field amounting to a mere handful of individuals, coincidence is the most likely explanation. However, it was felt interesting enough to include.

Of the three participants in the French section who were most critical of the Seminar, the two non-linguists were medievalists. Four of the nine in this section had interests lying prior to 1600. None of the German section went further back than the eighteenth century. But in the Spanish section, universally granted to be the most cooperative and cohesive, one was working in the medieval period in general, another in the fifteenth century, and a third in the seventeenth century.

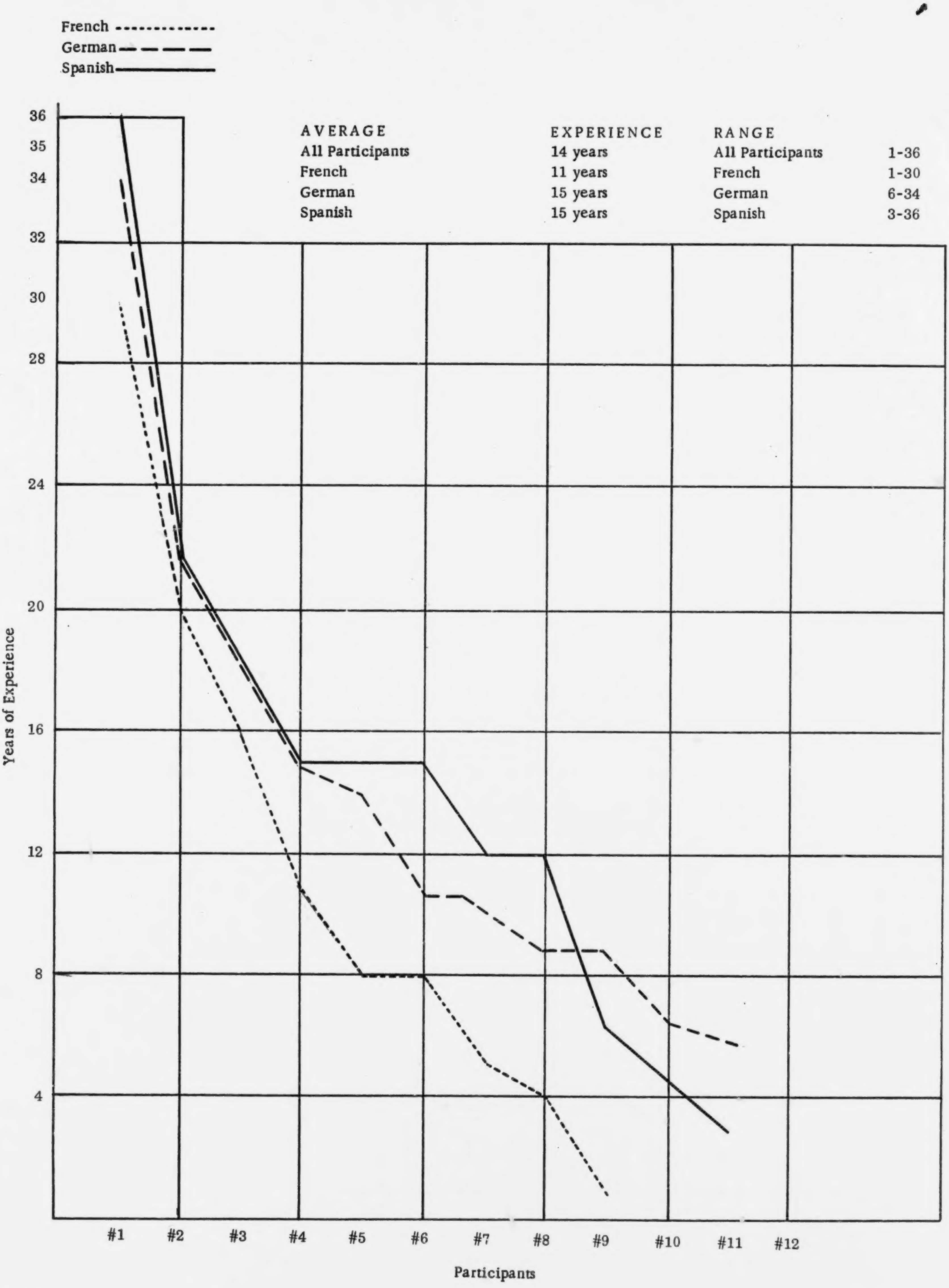
Plate V



AVERAGE AGE	
All Participants	43
French	39
German	44
Spanish	44

AGE RANGE	
All Participants	29-59
French	30-50
German	37-58
Spanish	29-59

Plate VI



AVERAGE	EXPERIENCE	RANGE	
All Participants	14 years	All Participants	1-36
French	11 years	French	1-30
German	15 years	German	6-34
Spanish	15 years	Spanish	3-36

FACILITIES

Since the Seminar was operated in conjunction with the Linguistic Institute, it was housed together with the Institute in Paul V. McNutt Quadrangle, one of the University's newest residential complexes. Located on Fee Lane north of Thirteenth Street, the quadrangle contains, in addition to two dormitory wings, an air-conditioned central building with cafeteria, refreshment lounge, and other rooms which were fitted up as a branch library and a small language laboratory.

Meals were of excellent quality for institutional service, although on a no-choice basis. It was regrettable that the announced arrangement for participants and staff to lunch together on weekdays was thwarted by an unexplained restriction on the number of tickets available for those not actually living in McNutt. We thus lost valuable informal contact between staff and participants that could not be replaced.

Administrative and staff offices were located in the North Building together with rooms for most of the participants and a few of the staff. Lacking air-conditioning and without cross ventilation, these quarters were very uncomfortable during the extraordinary periods of unbroken high temperatures and humidity that characterized the summer of 1964.

Another and totally unexpected handicap arose in connection with the use of dormitory lounges as classrooms. These lounges were situated at the corners of the North Building and very well supplied with windows to furnish light and air. Unfortunately, construction of a large, new building immediately to the north of McNutt began in late spring, so that the many windows of the lounge admitted quantities of noise from sunrise to late afternoon. It proved trying for many instructors to conduct classes under these conditions. There can be no question that the many benefits of the session would have been increased and the trouble spots lessened if classroom space and living quarters had been air-conditioned.

The Linguistic Institute had arranged a branch bookstore across the street, and this was a great convenience. The branch library for some reason did not function well, and many books requested on location there had to be found in the main library, far away.

This brings us to another handicap, distance from the main campus. Time- and energy-saving compactness in physical arrangements is just as important to a Seminar as experience has demonstrated it to be with Institutes. Two of the courses and the lecture series were given in the new air-conditioned Psychology building, approximately four blocks away. Ballantine Hall, which houses the University's language departments and the language labs, is much farther away, as is the auditorium, where the most attractive Institute lectures were given. In Ballantine, where the regular language labs are air-conditioned, the new one used by the Seminar was not and the demonstration class students had to work in temperatures near 90°.

The scarcity of air-conditioned classrooms in a climate like Bloomington's makes for near-hardship conditions in the summer and is a problem that deserves the Administration's immediate and energetic attention. It should also receive serious consideration by any university similarly situated which plans intensive summer work.

The final schedule and location of classes appears on Plate VII.

PLATE VII

	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
8:30 to 9:15	Demonstration			Demonstration			Demonstration			Demonstration			Demonstration		
	French	German	Spanish	French	German	Spanish	French	German	Spanish	French	German	Spanish	French	German	Spanish
	León	Mueller	del Olmo	León	Mueller	del Olmo	León	Mueller	del Olmo	León	Mueller	del Olmo	León	Mueller	del Olmo
	McNutt	McN.	McN.	McNutt	McN.	McN.	McNutt	McN.	McN.	McNutt	McN.	McN.	McNutt	McN.	McN.
9:15 to 10:00	Methods			Methods			Methods			Methods			Methods		
	French	German	Spanish	French	German	Spanish	French	German	Spanish	French	German	Spanish	French	German	Spanish
	León, Belasco	Mueller	del Olmo	León, Belasco	Mueller	del Olmo	León, Belasco	Mueller	del Olmo	León, Belasco	Mueller	del Olmo	León, Belasco	Mueller	del Olmo
	McNutt	McN.	McN.	McNutt	McN.	McN.	McNutt	McN.	McN.	McNutt	McN.	McN.	McNutt	McN.	McN.
	COFFEE BREAK														
10:30 to 11:20	Psychology of Language Learning Anisfeld			Psychology of Language Learning Anisfeld			Psychology of Language Learning Anisfeld			Psychology of Language Learning Anisfeld			Psychology of Language Learning Anisfeld		
	Psychology Bldg.			Psychology Bldg.			Psychology Bldg.			Psychology Bldg.			Psychology Bldg.		
11:30 to 12:15	Applied Linguistics			Applied Linguistics			Applied Linguistics			Applied Linguistics			Applied Linguistics		
	French	German	Spanish	French	German	Spanish	French	German	Spanish	French	German	Spanish	French	German	Spanish
	Belasco, León	Beeler	Hadlich	Belasco, León	Beeler	Hadlich	Belasco, León	Beeler	Hadlich	Belasco, León	Beeler	Hadlich	Belasco, León	Beeler	Hadlich
	Psych.	Psych.	Geology	Psych.	Psych.	Geology	Psych.	Psych.	Geology	Psych.	Psych.	Geology	Psych.	Psych.	Geology
	LUNCH														
1:30 to 2:20	Study of Literature			Study of Literature			Study of Literature			Study of Literature			Study of Literature		
	French	German	Spanish	French	German	Spanish	French	German	Spanish	French	German	Spanish	French	German	Spanish
	Vial	Browning	Enguídanos	Vial	Browning	Enguídanos	Vial	Browning	Enguídanos	Vial	Browning	Enguídanos	Vial	Browning	Enguídanos
	McNutt	McN.	McN.	McNutt	McN.	McN.	McNutt	McN.	McN.	McNutt	McN.	McN.	McNutt	McN.	McN.
2:45 to 3:30	Lecture Series Psychology Bldg.			Lecture Series Psychology Bldg.			2:30 Language Lab. to 5:00 Ballantine			Lecture Series Psychology Bldg.			Lecture Series Psychology Bldg.		

General Evaluation

In spite of the many factors militating against the success of this first Seminar--late start, lack of precedent, handicaps in physical plant, as have been noted in the Report--it can be regarded as a very real success, as both participant and Staff reactions have indicated. It did demonstrate the feasibility of the most difficult type of College Seminar, that type designed for the mature, experienced faculty member. Almost anything that can be made to succeed with this extremely sensitive category of participant, accustomed for years, often for decades, to holding the position of authority and superior knowledge in classes and discussions, armed with dignity and status in their institutions and in the profession and hence understandably reluctant to change roles and appear to risk these hard-won perquisites in the presence of colleagues, some of whom were quite a bit younger--we repeat, anything that can be made to succeed with them will encounter much less trouble in Seminars dealing with the more junior ranks.

Not everything in this Seminar was made to succeed with these individuals; and in almost every instance the lack of success can be traced to a failure to understand the psychological problems involved or, understanding them, to be able regularly to conquer them. Before the Seminar began, a staff meeting was largely devoted to pointing out the difference between our participants and ordinary students on any level. Particular stress was placed on the difference between our participants and those of NDEA Institutes for Secondary-School teachers; express warnings were given in the strongest terms to those with experience in NDEA Institutes of the absolute necessity of using totally different tactics, methods and approaches. There was only one instance in which a sense of inadequacy on the instructor's part must have combined with the conditions outlined above to produce an unhappy, embarrassing, and most unproductive course. By the time such an unforeseen condition was discovered, there was very little that could be done to remedy it. We were fortunate in being able to count on the cooperation and forbearance of the group concerned. We were lucky also to have had no other cases of this sort, because the problem of staffing this sort of Seminar is especially difficult with the proliferation in our field of Institutes and summer schools here and abroad, the increased availability of research grants and post-doctoral fellowships, and the growth in size of regular summer sessions.

Together with the feasibility, the Seminar demonstrated resoundingly the extreme need for the kind of training it offered among college faculties on all levels. Our participants included also a few younger people who had been admitted because they were under contract to assume the sort of supervision and responsibility that were our conditions for admission; although more open to suggestion than their elders, and perhaps more aware of their need, they were in most respects no more informed or sophisticated. It is earnestly to be hoped that other institutions and perhaps the government itself will respond to this need.

The participants' reactions suggest that individual participants benefited from the Seminar in direct proportion to the sincerity and the earnestness of their commitment to foreign language teaching. The participants who reported having gained new insights and learned new techniques which would make their teaching and that of the teaching assistants and the colleagues whose teaching they direct more efficient and rewarding took advantage of every opportunity the Seminar offered.

They prepared diligently and assiduously for classes, they attended the numerous lecture series and film showings of the Linguistic Institute, and they sought out faculty members and participants of the Institute who shared similar interests and problems. It is particularly noteworthy that the Spanish participants, who reacted most positively toward the Seminar as a whole, constituted the most cohesive group and exhibited the greatest amount of confidence and self-reliance. They were more eager to engage in discussions in the Psychology of Language Learning class and were less likely to become irritated with the shortcomings of the physical plant and the deficiencies of some of the staff members.

The French group, on the other hand, rapidly developed a minority faction of hard-core dissidents. From the very first week of the Seminar they showed determined opposition to the announced orientation of the Seminar: that foreign language instruction at the college level should focus first on the acquisition of audio-lingual skills. This faction's antagonism centered inevitably on the staff-member charged with the exposition and demonstration of these principles: their organized baiting eventually led to violent clashes. It was subsequently discovered that some of the disgruntled individuals had had little training or experience in language teaching of either the traditional or the innovating variety and had come--or had been urged to come--to the Seminar with the hope of finding there a set of recipes for immediate classroom application. One of these dissidents admitted coming to the Seminar because its stipend offered an attractive alternative to a jobless summer. It is hard to say which is more shocking--the cynical motivation or the brazenness of its admission.

It would be unwise to infer from the dissatisfaction voiced by some of the participants and staff members of the French group that college teachers of French are less concerned than their colleagues in German and Spanish with improving foreign language teaching or that they are more reluctant to explore new directions. The lack of lead time in implementing the Seminar forced the directors to opt for a division of teaching responsibilities among members of the French staff which did not utilize to best advantage their very considerable competence, experience, and skill. The resulting imbalance greatly lessened the effective presentation of the subject matter of the courses in teaching methods and applied linguistics. Also, had the Seminar been funded a year or even a few months earlier, it would have been possible to secure a far greater number of applications from superior candidates. With this better base and with more time for screening and checking, a generally higher average level should have been attainable among the participants.

Our greatest error was in overcrowding and overstructuring the Seminar. What made this especially frustrating was that we were aware of this situation--perhaps less clearly aware than now--but prevented from taking remedial action either because of prior commitment or because we felt that certain elements simply could not be omitted. Given more time to plan and to choose staff, we would probably have combined Demonstration, Methods and Applied Linguistics; we would have reduced or arranged differently the time allotted to Psychology, and taken similar action with regard to supplementary lectures.

In this particular session, Psychology appeared less successful to the participants than they will find it later on, we feel quite sure. Most of them expected a capsule-type indoctrination, whereas, as Mr. Anisfeld properly pointed out, such a thing is not possible in view of the newness of the field as applied to language learning. Had he been a less conscientious scholar, Mr. Anisfeld might, of course, have satisfied his learners with a glib but necessarily false presentation. We would not have wanted him, had he been capable of such a show, nor would his participants have been happy in the long run. They learned the most important lesson available to them; not to accept uncritically the findings offered by their colleagues in other disciplines such as linguistics or psychology.

This brings us to one of the hardest and most frustrating conditions obtaining in an enterprise like this Seminar: the earnest desire on the part of many participants for a ready-made answer, a cure-all prescription, a recipe for immediate use when they return home. Probably the greatest single intellectual difficulty encountered was the task of convincing the participants of the immense and enduring value of understanding basic principles rather than of receiving compact, attractively presented solutions whose validity is only momentary, if that. To learn what constituents we are searching for, even if we have not yet found them, and the criteria to use in judging the efforts made in the pursuit of our goals, so that progress in the right direction may be urged and supported; these are all such vague, imponderable and inconclusive rewards, yet they would seem to be among the best that any educational undertaking can offer.

General Recommendations

Participants and faculty members of the Seminar agreed with near unanimity that the Seminar was a very worthwhile pioneering endeavor and that similar seminars should be attempted on a wider scale at all levels--teaching assistants, junior faculty members, supervisors and directors of departmental teaching programs. It was suggested that such seminars would be more effective and more easily implemented if they were sponsored by cooperative groups of universities (such as the C. I. C. Institutions of the Middle West) rather than by individual institutions. In addition to the incidental recommendations made by individual members of the faculty and elicited from the participants by the official observer, which have been keyed with an "R" on the right-hand margin of pages where they appear, the following general recommendations are made with a view toward their incorporation in future seminars:

1. That the term "Seminar" be continued as a useful means of distinguishing this type of activity from others, but that the limitations on the application of seminar technique be understood and expected by staff and participants.

2. Additional Seminars should be held, not only on this level but on the other two levels recommended in the MacAllister Report, i.e., for newly-appointed Teaching Assistants or Associates, and for junior instructors and assistants with some experience.

3. Future Seminars should be less crowded as to offerings and less structured; especially important for the upper levels, where time may fruitfully be used in reading, research and assimilation.

4. That a lead-time of 12 or 18 months be allowed for upper-level Seminars particularly; less might be sufficient for the lowest level.

5. Universities employing beginning graduate students for teaching should develop and put into operation means of bringing them to the campus during the summer before entrance for intensive training in techniques of teaching, and whatever else in the way of linguistics or analysis of culture the institution is best qualified to offer.

6. In planning the curriculum for a given Seminar, subjects should be chosen on the basis of greatest immediate application. Seminars on several levels might help here, with the second level to concentrate on literature and culture at a time when the participants' duties will be moving up the scale toward these areas.

7. That schedules be studied for the most profitable, even if unconventional arrangement or grouping of hours. For this to be practical, adequate teaching space must be available.

8. Attention should be paid to the desirability of locating upper-level Seminars especially in a relatively quiet and serene atmosphere but with access to a good library.

9. Greater opportunity for informal exchange between staff and participants would be beneficial to upper levels.

10. In view of the importance of the findings of research in the psychology of learning with reference to spoken languages, and of the admitted scarcity of researchers competent in both fields, provision should be made for much more intensive team research in this area. Summer sessions would be beneficial, as was demonstrated in only a fraction of this Seminar; but year-round fellowships and projects would inevitably be more fruitful.

With regard to more specific recommendations for a Seminar addressed to supervisory personnel and methods specialists our experience suggests that more use should be made of the round table format. We would suggest that such a seminar should consist of two organized series of round table discussions: one focusing on methods and principles of foreign language instruction, the evaluation and preparation of materials, and the use of electromechanical devices and educational media; the other directed toward the teaching of literature and culture. The latter series of round table sessions would be led by a teacher of literature and literary scholar of established repute in his area of specialization, the former by a practicing teacher of language (as opposed to linguistics or literature) with a thorough knowledge of linguistics and the structure of the foreign language taught and experience in the preparation of pedagogical material. The discussion leaders could call upon specialists in anthropology, history, linguistics, literature, psychology, and sociology who would cover certain areas in greater depth. These special presentations should take the form of informal reporting by resource persons rather than formal lectures.

However, remembering that each of the staff members in charge of literature found discussion hampered by the widespread ignorance of modern literary criticism, seminar planners should consider whether their particular participants might need the lectures on this subject that will be found recommended in the Course Reports.

Such a seminar ought to be held in a university or college with good library holdings but limited summer session offerings so that other activities would not divert the participants' time and energy from unhurried consideration and discussion of common problems. The host institution should make available to the seminar for demonstration purposes its regular language courses, not only at the elementary, but at the intermediate and advanced levels as well. It is essential that such an endeavor be planned at least eighteen months in advance, not only to make possible the selection of an outstanding faculty and group of participants, but also to give the latter the opportunity to read relevant works well in advance. In fact, the prestige and quality of such seminars would be greatly enhanced if, like the Linguistic Institutes of the Linguistic Society of America, they were sponsored officially by a scholarly or professional society such as the Modern Language Association and host institutions were selected three or four years in advance. Such seminars would also lend themselves perfectly for the periodic evaluation of principles and methods of language instruction and the teaching of literature so important for the health of our profession.

Archibald T. MacAllister
Albert Valdman

Co-Directors

Participant Reactions

The 32 participants were interviewed in their residences at the beginning of the Seminar by Mr. John T. Inzana, a graduate student majoring in Mass Communications and minoring in sociology and psychology. The interview was semi-structured and attempted to elicit from the participants statements about their expectations of the Seminar and their position on certain key pedagogical issues. During the final week of the Seminar the participants were asked to complete a questionnaire. The latter was prepared jointly by Mr. Inzana and the co-directors but analyzed and quantified by Mr. Inzana alone. A follow-up questionnaire will be sent to the participants ten months after the conclusion of the Seminar. This questionnaire will assess the impact of the Seminar upon the participants with regard to the training of teachers, supervision of language instruction, preparation of materials, methodological innovations.

This report of participant reactions is not designed to try to provide data on the basis of which any absolute claims on behalf of the Seminar can be made, but rather it is intended to discover what such a program can accomplish in relation to its objectives. Judgements and assessments set forth are the investigator's (Mr. Inzana) own interpretations of the participants' opinions plus insights gained during personal observation and conversation.

Initial Interviews

The participants were asked questions of a general nature concerning the Seminar and questions dealing with pedagogical issues in foreign language teaching. These questions were designed to yield statistically validatable results rather than opinions.

General Information--To the question, "How did you hear about the Seminar?" 50 per cent of the participants replied that they were informed of it by their department chairman, 28 per cent said that they read the brochure, and 12.5 per cent said they heard about the Seminar from other individuals (speakers at conventions or meetings, other colleagues, etc.)

A second question was, "Why did you enroll in the Seminar?" 53 per cent said they enrolled to acquaint themselves with new developments in language teaching, 28 per cent were requested by their department chairman to attend. Other responses were "to keep busy this summer", "didn't wish to lose an income" (sic!) [Ed. note: this person was the most hostile of the French participants.], and "to exchange ideas with colleagues".

In connection with the purpose and objectives of the Seminar, an overwhelming majority believed the Seminar was established to acquaint college teachers with the latest information on problems of teaching foreign languages.

Pedagogical Issues. Significantly the participants expressed a wide variety of opinions concerning the purpose of teaching foreign languages and the benefit of foreign languages to the individual student. The majority said a foreign language would "open a new world to the students" by introducing them to the literature, culture, and the way of life of other people. Others felt that language instruction should have more pragmatic objectives, for instance, the ability to use the language while traveling or as a "tool" in translating foreign language material. Finally, others felt that introduction to a foreign language would "make an individual better educated and broader in his view of the world".

To the question of the meaning of culture, over 70 per cent of the participants responded that everything about a people constitutes culture; their history, literature, theater, institutions, politics, etc. A few insisted that culture was only the language and literature of the people.

The participants were asked to state the ways linguistics and psychology can benefit language teaching. Most were not sure of the application of linguistics. A large group of participants suggested that linguistics gives foreign languages a more scientific outlook in areas of teaching skills, pronunciation, language patterns, and grammatical structure. Under the label "application of psychology to language teaching" were included such areas as problems of learning, methods of testing, motivation of students, and teaching methods. Two individuals declared "psychology has no place in foreign language teaching". Finally, many were of the opinion that satisfaction resulting from a job well done is the major reward for distinguished language teaching. Others thought primarily in terms of professional advancement: they were very disillusioned.

It is not possible to say how many participants gave unduly complimentary answers calculated to place themselves in favorable light. However, it is believed that the element of anonymity produced basically honest replies.

Evaluation Questionnaire

The data in this section will be concerned with the responses of 30 participants. For one reason or another one participant did not return her questionnaire when this report was being prepared.

Evaluation of Seminar. In general, the majority of participants (63.3%) felt that they either got as much as they expected from the Seminar or that the Seminar exceeded their expectations. They said they would recommend a seminar of this nature to colleagues with supervisory experience, department chairmen, teaching associates, and other colleagues, in that order. Another participant suggested that invitations should be extended to state supervisors of foreign languages.

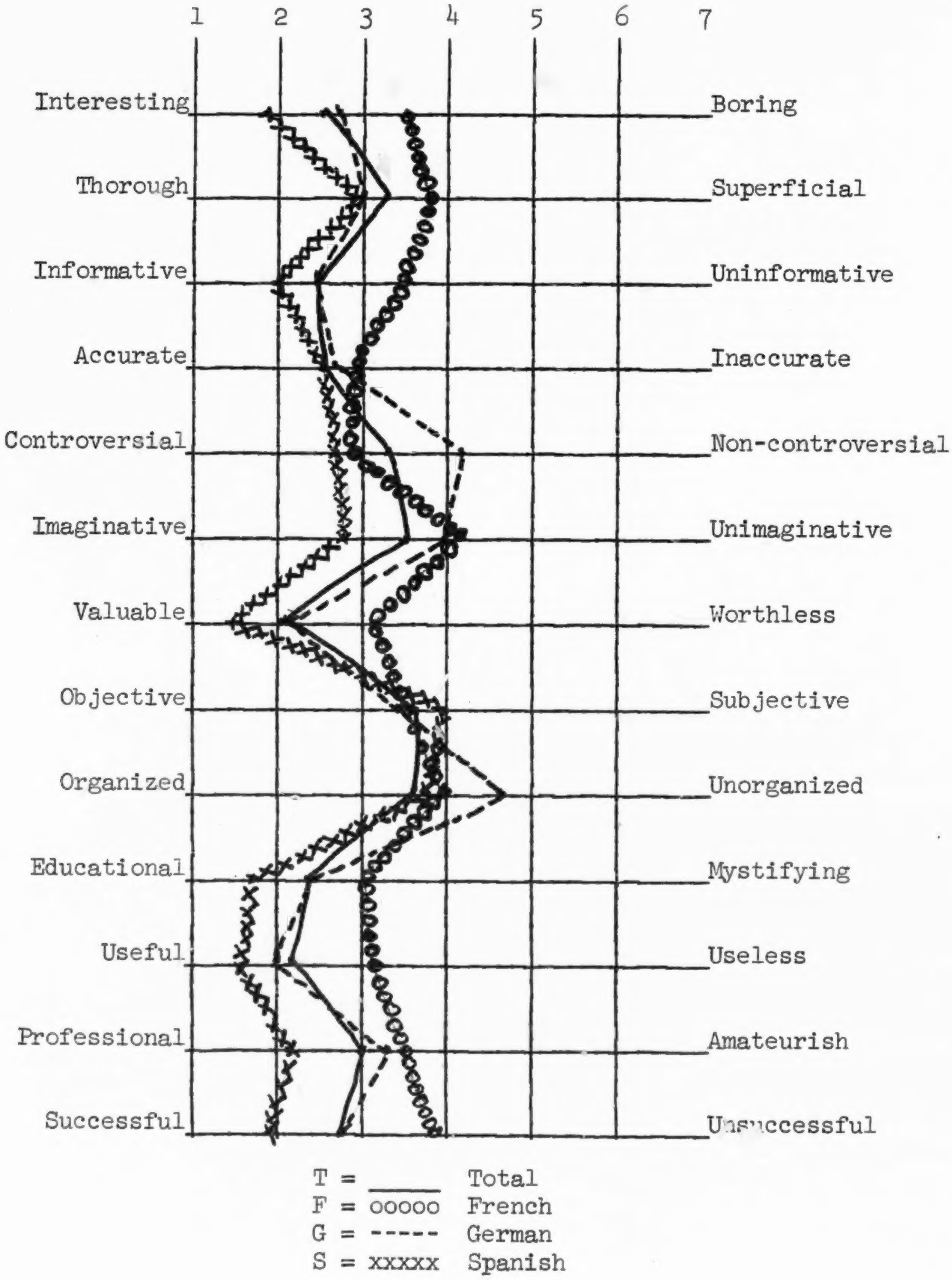
The participants were asked to describe the Seminar on a series of 13 descriptive scales. The purpose of this question is to measure the meaning of the Seminar to various people by having them rate it on the basis of a series of contrasting adjectives, such as interesting-boring, thorough-superficial, informative-uninformative, etc. Graph 1 shows the profile of mean scale ratings* of the Seminar by all participants and by each language group. Profiles are presented for each language group to reflect its reactions to its own instructors, their different personalities, teaching abilities, methods, and knowledge of subject matter.

As might be expected, inspection of the mean scale ratings

---

*The profile is based upon the average (mean) evaluation computed from the value assigned to each point on the evaluative scales. For purposes of scoring consistency, the favorable poles of the evaluative scales (e.g. interesting, thorough, informative, etc.) were assigned the score "1" and the unfavorable poles (boring, superficial, uninformative) the score "7".

Graph 1. Profiles of Mean Scale Ratings



for each group reveals an apparent degree of heterogeneity for most concepts and a certain degree of homogeneity for some concepts. The analysis of variance test was used to test the significance of difference between the means. When comparing the profiles we find no significant difference between the groups for all scale ratings.

The participants were asked to select the course which seemed to them (a) most beneficial, and (b) least beneficial. These course preferences are listed in Table 1 for each language group. Occasionally, more than one course was selected. Some reasons given for selecting a course as most beneficial were:

French Participants

> Applied Linguistics: The subject matter was what I was least proficient in on arrival: linguistics and certain terms, assumptions, and arguments in the audio-lingual method.
>
> The subject matter was presented in a neat, accessible, and interesting manner.
>
> Psychology of Language Learning: Because it is true!
>
> Methods and Applied Linguistics: This combination should prove most beneficial for the organization of classroom materials.

German Participants

> Applied Linguistics: Methods and materials were introduced which will help me prepare assistants for their teaching duties.
>
> This is essentially a new subject for me.
>
> Demonstration: Received concrete proof that students learn inductively.
>
> Gave me assurance for teaching audio-lingually and for demonstrating it to student teachers.

Has significantly changed my attitude on methods.

Opportunity to watch a highly competent professional over an extended period of time invaluable.

The class was expertly taught. The discussions which followed were rather well-planned and evoked full participation.

Methods: The course was handled well and gave ample time to discussions and was practical.

Got better acquainted with the propositions of the audio-lingual method.

Teacher proved the worth of the audio-lingual method.

Spanish Participants

Literature: New ideas into how literature should be taught. Provided insights for the treatment of beginning literature courses.

Unusually deep insights regarding problems of teaching foreign languages to Americans.

The only course conducted in the full sense of a seminar.

It confirmed the importance of a good teacher, one who is dedicated to teaching the literature as an art.

It confirmed the importance of organization in regard to the whole course, and to each day's assignment.

It demonstrated the advantages of using complete texts rather than selections in an anthology; also the advantages of using foreign languages in the literature courses.

Methods: Will be of most value to me in teaching future school teachers and assisting me in setting norms and evaluating in my department.

Some reasons for selecting a course as least beneficial were:

French Participants

Applied Linguistics: Chaotic presentation and no definition of basic principles.

Literature: I know more than the teacher about "teaching" and analyzing literature.

Psychology of Language Learning: Not well organized and assertive (without substantiation).

Methods and Applied Linguistics: Too general and theoretical.

German Participants

Applied Linguistics: Linguistics is my own field of interest, and the material of the course was familiar to me.

Literature: No change in beliefs, attitudes, information--course offered nothing significantly new.

It was a mistake not to have a demonstration class here.

Psychology of Language Learning: Course was very poorly organized.

It was initially too ambitious; it soon became fragmentary.

The lectures, problems, etc. presented have virtually nothing to do with improving language teaching.

I did not have the background which the instructor expected from all of us.

Spanish Participants

Applied Linguistics: Never came to grips with the subject.

Not made clear how applied linguistics applied to teaching; or indeed just what applied linguistics is.

Never got from a smattering of theory to its application to teaching.

Psychology of Language Learning: Too much ad-lib teaching.

Evaluation of Courses: The participants rated each course on the basis of five criteria: general organization, organization of presentation, opportunity for discussion, value for achieving professional goals, value for teacher training and value for supervision. Table 1 indicates that most participants were enthusiastic about the way the courses were conducted, especially among the German and Spanish participants. Even those who criticized did so within the context of a general statement of approval. The French participants, however, were generally more critical of their courses, as were the Spanish participants toward their Applied Linguistics course and as most participants were toward the Psychology of Language Learning course.

The French participants were especially critical toward the Demonstration, Methods and Applied Linguistics courses. During the course of the Seminar, those participants divided themselves into two polar groups composed of three who consistently disapproved of the Seminar, and six who gave individual objective appraisals. The presence of the former organized faction may account for a great deal of the unfavorable comments.

Evaluation of Instructors. The participants were asked to evaluate each instructor on the basis of three criteria: knowledge of subject matter, tolerance to disagreement, and rapport with class. [illegible]

Evaluation of Lecture Series. The participants were asked to rate each lecturer on a 1 to 5 scoring system how well they liked each lecture, and on a 1 to 4 scoring system the relevance of each lecture for them. In addition, they were asked to comment upon the lectures and to suggest other topics that might have been covered. The mean ratings in Table 2 show that, in general, the guest lecturers won unanimous approval. Even those who criticized did so within a framework of general approval. The following excerpts relate (a) to the series as a whole, and (b) to specific lectures:

> (a) The lectures were generally good but very tiring after a full day of classes.
>
> A brisk stimulating series fraught with implications for the professionally oriented teacher wishing to move forward.
>
> The lectures dealt with problems confronting any language teacher, and were useful in directing attention to materials, bibliography, etc.

Table 1. Evaluation of Courses

Criteria	Methods				Demonstration				Linguistics				Literature				Psychology			
	T	F	G	S	T	F	G	S	T	F	G	S	T	F	G	S	T	F	G	S
Organization of the course																				
Well organized and systematic	14	*1	5	8	18	1	*10	7	9	2	*6	*1	21	3	6	12	3	*1	0	2
Adequate, but could be better	12	1	6	4	5	2	0	3	7	2	3	2	7	3	5	0	10	2	4	4
Inadequate organization detracts	1	1	0	0	4	2	0	2	10	2	1	7	0	0	0	0	10	0	6	4
Confused and unsystematic	2	2	0	0	2	2	0	0	1	1	0	0	1	1	0	0	6	3	1	2
Organization of Presentation																				
Well organized in meaningful sequence	18	1	7	10	23	1	*10	12	13	3	*9	*1	19	3	*4	12	4	2	0	2
Usually organized	8	2	4	2	2	2	0	0	8	1	0	7	8	2	6	0	12	3	5	4
Organization not too apparent	2	2	0	0	3	3	0	0	5	2	0	3	1	1	0	0	11	0	5	6
Little or no organization	2	2	0	0	1	1	0	0	1	1	0	0	1	1	0	0	3	2	1	0
Opportunity for discussion																				
Ample opportunity	26	4	11	11	20	*1	*8	*11	10	4	*4	2	27	6	10	11	26	*6	8	11
Occasional opportunity	3	2	0	1	1	0	1	0	12	2	4	6	3	1	1	1	2	0	1	1
Rare opportunity	1	1	0	0	1	1	0	0	4	1	1	2	0	0	0	0	1	0	1	0
Never	0	0	0	0	3	3	0	0	2	0	0	2	0	0	0	0	1	0	1	0
Value for achieving professional goals																				
Valuable	23	*2	10	11	23	*2	*10	11	11	*2	*8	1	18	*2	6	10	8	*1	4	3
Some value	3	1	1	1	3	2	0	1	6	1	1	4	7	2	3	2	13	2	5	6
Little value	2	2	0	0	1	1	0	0	7	2	0	5	2	0	2	0	4	0	1	3
Worthless	1	1	0	0	0	0	0	0	3	1	0	2	1	1	0	0	3	2	1	0
Value for teacher training																				
Valuable	25	*3	11	11	23	*3	*9	11	12	*2	7	3	21	4	7	10	8	*2	3	3
Some value	2	1	0	1	4	2	1	1	5	1	3	1	5	2	2	1	15	2	6	7
Little value	0	0	0	0	1	1	0	0	8	2	1	5	3	0	2	1	4	1	1	2
Worthless	2	2	0	0	0	0	0	0	4	1	0	3	1	1	0	0	2	1	1	0
Value for supervision																				
Valuable	22	*3	9	10	20	*2	*9	9	5	*1	*2	*2	15	*1	6	8	9	*2	4	3
Some value	4	1	1	2	4	1	1	2	8	2	5	1	7	2	3	2	12	2	6	4
Little value	1	0	1	0	2	1	0	1	8	2	1	5	3	1	0	2	6	0	1	5
Worthless	2	2	0	0	0	0	0	0	6	1	2	3	3	2	1	0	2	1	0	0

* The appearance of an asterisk above a column indicates that some participants didn't assign a rating.
T= Total; F = French; G = German; S= Spanish

(b) For teachers and instructors, the practical problems of language learning deserve principal emphasis. The cultural aspect is secondary.

Teaching of pronunciation could have been of more use to me if it had been given by someone with a better knowledge of my language.

The foreign culture lectures were not realistic.

I feel that students are very strongly opposed to such a method of learning (Programmed Instruction).

In addition, the participants suggested a number of topics for consideration in future Seminars. They are listed below in alphabetical order:

Application of aptitude testing to placement exams

Comparable language and literature teaching in the countries of the target language

Composition of undergraduate and graduate study programs

Construction of tests

Coordination of the work of elementary, secondary, and higher level language teaching

Evaluation of a college language program

Evaluation of commercial language laboratory materials

Issues confronting the language teacher today

Mass communications and the role of foreign languages

Methods courses for teaching assistants

Problems of supervision and teacher training

Psycholinguistics

Semantics

Strengthening the position of foreign languages in the curriculum

Suggestions for choice of texts, particularly readers and intermediate grammars

Teaching of literature to second and third year students

Theoretical linguistics

Vocational opportunities for foreign language majors

Table 2. Evaluation of Lecture Series

Lecture Series	Order of presentation in Seminar	"Popularity" mean	Relevance Mean
Testing in Foreign Language Instruction, Prof. P. Pimsleur	3	2.35	1.58
Teaching Foreign Cultures, Prof. H. Nostrand	4	3.16	1.77
Teaching Pronunciation, Prof. P. León	1	3.26	2.03
Language Domains and Multilingual Settings, Prof. J. Fishman	2	1.74	2.29
Application of Programmed Instruction to Foreign Language Learning, Prof. A. Valdman	5	3.13	2.77

STAFF

MacALLISTER, Archibald T. Professor of Italian; Director, Sterling Morton Language Laboratory, Princeton University.

Author MLA Report _The Preparation of College Teachers of Modern Foreign Languages_, 1963 and PMLA May 1964 pp. 1-15. Was for many years Director of Language Instruction, Modern Language Department, Princeton. Former Director MLA's FL Program, Northeast Conference Executive Committee and several Working Committees. Active in international exchange of persons, pre- and post-doctoral Fulbright Committees, Sweet Briar Junior Year in France. Consultant U.S. Office of Education, various agencies and universities; lectures and articles on FL instruction, past president AATI, member AATF, MLA, Renaissance Society, Dante Society, NEA A-V and FLD, AAUP. Contributor to books and journals on Dante and Italian literature

VALDMAN, Albert. Associate Professor of French and Italian; Chairman, Department of Linguistics, Indiana University, Bloomington, Indiana.

Ph.D. Cornell University, 1960. Foreign Service Institute, Pennsylvania State University; Linguist and Coordinator University of Oregon NDEA Institutes, Summer 1960, 1961, 1962. Director, Multiple-Credit French course research project. Publications: _A Manual of Applied Linguistics--French_; _A Drillbook of French Pronunciation_ (Coll.); co-editor, _Structural Drill and the Language Laboratory_; Articles in _Romance Philology_, _The French Review_, _Le Français Moderne_, _Le Français dans le Monde_, _IJAL_, _Linguistics_, _International Review of Applied Linguistics_, _Hispania_, _Thesaurus_, _Audio-Visual Instruction_, _Modern Language Journal_. Member, MLA, AATF, AATI, LSA.

ANISFELD, Moshe. Psychology Department, McGill University, Montreal, Canada.

B.A., 1959, Bar-Ilan University, Israel; M.A., 1960, McGill University; Ph.D., McGill University. Actively engaged in research in psychology of language, and publishes regularly in professional publications and participates in research planning conferences. Publications include articles in the _Journal of Abnormal Psychology_, and the _American Journal of Psychology_.

BEELER, Madison S. Professor of German and Linguistics, Department of German, University of California, Berkeley, California.

Chairman, Department of German, 1962-64. Contributor to learned journals in the fields of Indo-European linguistics, descriptive linguistics of German, California Indian languages. In charge of the course in Applied Linguistics for teachers of German in American schools at the NDEA German Language Institutes at Colorado 1959.

Stanford, Second Level at Bad Boll in Germany 1961, Princeton 1962. Formerly acting chairman, Department of Near Eastern Languages, Berkeley, 1958-1960. Member of the staff on the Linguistic Institutes at Berkeley, 1951, University of Michigan, 1957.

BELASCO, Simon. Professor of Romance Linguistics, Department of French, Pennsylvania State University, University Park, Pennsylvania.

Editor and co-author of Manual and Anthology of Applied Linguistics; Editor Phonetics Bibliography in American Speech. Articles in Language, Studies in Philology, American Speech, Phonetica, Lingua, Journal of the Acoustic Society of America, Modern Language Journal. Director of Penn State French Academic Year Institute 1960-1961, 1961-1962. Taught Applied Linguistics at NDEA Summer Institutes Colgate University 1959-1961; Emory University in Besançon, France 1962. Taught linguistics at Linguistic Institute, University of Washington, Seattle 1963; Chairman Basic Foreign Language Instruction, Chairman Interdepartmental Committee of Linguistics.

BROWNING, Robert M. Professor of German, Department of Foreign Languages, Hamilton College, Clinton, New York.

Ph.D. Princeton 1947. Author texts in German poetry and the teaching of reading; articles on Goethe, Storm, Carossa; Book Review Editor, the German Quarterly; Editor, the German Quarterly; Visiting Professor, German Literature, German Academic Year Institute, University of Colorado 1962-63. Special interest: practical application of aesthetics. Member: MLA, AATG, AAUP.

del OLMO, Guillermo. Lecturer, Department of Romance Languages, Rutgers University, New Brunswick, New Jersey.

B.A., Yale 1954. Instructor Yale 1954-1964; in charge Spanish section of language laboratory 1959-1964, developed materials for new sequence of audio-lingual courses established in 1960. Member 1960 Middlebury Evaluation Team of NDEA Institutes, Coordinator of Instruction (French and Spanish) NDEA Summer Language Institute Iona College, 1961-1963. Member Working Committees Northeast Conference; collaborated "Glastonbury Materials" and MLA Cooperative Tests (Speaking). Chairman Panel IV, 1961 Northeast Conference, "Coordination Between Classroom and Laboratory".

ENGUIDANOS, Miguel. Professor of Spanish and Portuguese, Department of Spanish and Portuguese, Indiana University, Bloomington, Indiana.

Doctorate, University of Madrid, 1949; Assistant Professor, University of Puerto Rico, 1951-1956; Assistant Professor University of Houston, 1956-1958; University of Texas, Assistant Professor 1958-1959, Associate Professor 1959-1961, Professor 1961-1964; Visiting Professor, University of Wisconsin 1962; Professor of Spanish and Portuguese, Indiana University, 1964-Guggenheim Fellow for 1965. Books: La poesía de Luis Palés Matos; Rio Piedras, Ediciones de la Universidad de Puerto Rico. Co-Editor of Image of Spain. Articles in leading literary reviews and scholarly periodicals.

HADLICH, Roger L. Assistant Professor of Linguistics, Cornell University. (Division of Modern Languages, Cornell University, Ithaca, N. Y.)

Ph.D., University of Michigan, 1961. Applied linguist at NDEA Institute at Michigan State University, 1961. Spanish language training coordinator of the Cornell Linguistics Program in Italy, 1964-65. Author of *A Structural Course in Spanish* (Coll.), *The Phonological History of Vegliote*, "Foreign Languages in Colleges and Universities," (Northeast Conference report of working committee III, 1964); 1963 editor of the *Comparative Romance Linguistics Newsletter*. Member MLA, LSA, AATSP.

LEON, Monique. Assistant Professor, Victoria College, Toronto, Canada.

Licence ès-lettres (Sorbonne, 1949); Diplome d'Etudes Supérieures (Sorbonne, 1950). Previous positions: Institut de Phonétique, Paris; Centre de Linguistique Appliquée, Besançon; Ohio Wesleyen University. *Introduction à la Phonétique Corrective* with Pierre Léon.

LEON, Pierre R. Associate Professor, University College, University of Toronto.

Licence ès-lettres (Sorbonne, 1951); Doctorat, Université de Besançon (1960). Previous positions: Professor, Institut de Phonétique, Paris; Assistant Professor, Ohio State University, Chef de Travaux, Université de Besançon; Associate Professor, Ohio State University. Courses and lectures on French phonetics, phonology, and applied linguistics at the Ecole des professeurs de français à l'étranger of the Sorbonne; on the French National Radio; at the University of Warsaw, at the University of Cracow; at the University of Tel-Aviv; at the University of Mexico; and at the NDEA Institute of Besançon. *Laboratoire de Langues et Correction Phonétique*; *Aide-Mémoire d'Orthoépie*; *Introduction à la Phonétique Corrective* with Monique Léon. Articles in *Le Français dans le Monde* and *Etudes de Linguistique Appliquée*.

MUELLER, Klaus A. Educational Research Director, Department of Education, State of California, Sacramento, California.

Coordinator of Language Instruction Programs and Director of Foreign Language Research, Associated Colleges of the Midwest 1960-64; Director of Romance and Germanic Language Departments, U.S. Defense Language Institute, 1951-1960; Instructor Princeton University, 1949-1951 and Columbia University 1946-1949; Author and co-author of Spanish, German and French instructional materials on the elementary, secondary and college levels. Consulting editor for D. C. Heath and Co.; Random House Inc. and L. W. Singer and Co.; Listed in *Directory of American Scholars* and *Who's Who in America*.

VIAL, Fernand. Professor of French, Chairman, Department of Romance Languages, Fordham University, New York 58, New York.

Author: *Une philosophie et une morale du sentiment*: *Vauvenargues*; *Voltaire, sa Vie, son Oeuvre*; *Contes favoris*; *Louis Bastide*; *Deux Nouvelles de Jules Romain*. Articles in: *PMLA*, *Romanic Review*, *French Review*, *Thought*, *Culture Française*, *Symposium*. Contributor to: *Colliers-Crowell Encyclopedia*; *Encyclopedia Americana*; *Catholic Encyclopedia*; *Critical Bibliography of French Literature* (Cabeen), *Eighteenth Century*; *Seventeenth Century*; *Proceedings of the Meetings of the Association of Professors of Modern Languages*, *Heidelberg*, 1957. Listed in *Who's Who in America*; *Who's Who in France*; *Il Mondo Cattolico*; Chevalier de la Légion d'Honneur; Chevalier des Palmes Académiques; Vice-president of the Alliance Française of New York; President, Société des Professeurs Français en Amérique.

PARTICIPANTS

French

BALTZELL, James H. Associate Professor of Foreign Languages, Long Beach State College.

A.B., University of Illinois; M.A., Ph.D., Indiana University. Fulbright fellow at University of Paris. Member of Phi Beta Kappa, Phi Kappa Phi, Pi Delta Phi, Eta Sigma Phi, MLA, AATF. Publications: The Octosyllabic Vie de Saint Denis; Articles in Romanic Review, Modern Language Quarterly.

HEISER, Mary Margaret. University of Washington, Seattle, Washington.

A.B., University of Wisconsin; M.A., University of Wisconsin. Study at University of Paris. Teacher of English at Collège de Jeunes Filles, Chateauroux, France; of French, in Beirut, Lebanon.

KATZ, Richard A. Assistant Professor, Columbia University.

A.B., University of Miami; M.S., M.A., Ph.D., Columbia University, Residence in France. Member of MLA. Managing editor of Romanic Review.

MILLS, Leonard Russell. Assistant Professor of French and Italian, State University of New York, Stony Brook, New York.

A.B., Brown University; Dottore in Lettere, University of Rome; Ph.D., Columbia University. Member of Phi Beta Kappa. Publication: Le Mystère de Saint Sébastien.

O'MEARA, Anthony Maurice. Assistant Professor, State University of Iowa.

A.B., St. Bernardine of Siena; M.A., Ph.D., State University of Iowa. Member of Delta Epsilon Sigma, AATF.

ROSENBERG, Charles Ira. Associate Professor of French, University of Arizona.

A.B., Stanford University; M.A., Middlebury College; Ph.D., Northwestern University. Member of AATF, MLA.

ROSSMAN, Sol. Assistant Professor, Wayne State University.

A.B., Wayne State University; M.A., University of Michigan. Member of LSA.

SINGER, Armand Edwards. Professor of Romance Languages and Chairman of Integrated Studies and Humanities, West Virginia University.

A.B., Amherst College; M.A., Ph.D., Duke University; diplôme Institut de Phonétique, Paris. Member MLA, South Atlantic Modern Language Association, AATSP, SCMLTA, AAUP. Publications: editor of West Virginia University _Philological Papers_; _A Bibliography of the Don Juan Theme: Versions and Criticism_; Articles in: _Kentucky FL Quarterly_; _West Virginia Philological Papers_; _Nieman Reports_; _Modern Language Journal_; _Classical Weekly_; _National Parks Magazine_.

SISTER MATTHEW. Instructor in French, Immaculate Heart College.

A.B., Immaculate Heart College; M.A., Ph.D. Laval University. Member of Phi Sigma Iota, MLA.

German

BACHIMONT, Otto G. Associate Professor of German, University of Puget Sound.

B.A., Wartburg College; B.A., State University of Iowa; M.A., State University of Iowa. Study at Johann Wolfgang Goethe University, Frankfurt, and University of Guadalajara, Mexico. Member AAUP, AATG, treasurer of the latter. Publication: _Instructional Guide and Suggestions for the Teaching of Conversational Spanish in the Elementary Schools_.

CAPP, Michael. Associate Professor of German and Russian, University of Detroit.

University of Lwow; Ph.D., Charles University, Prague. Member of LSA, AATF.

HARRIS, Kathleen. Assistant Professor of German, University of California.

B.A., University of Leeds, England; Ph.D., University of Göttingen. Travel in western Europe. Member of MLA, AATG, Philological Assn. of the Pacific Coast, Foreign Language Assn. of N. California, Modern Humanities Research Assn. Publication: _Beiträge zur Wirkung Fieldings in Deutschland (1742-1792)_.

HORVAY, Frank Dominic. Heidelberg College, Tiffin, Ohio.

B.A., M.A., University of Alabama; Ph.D., Washington University. Member of Delta Phi Alpha, MAL, AAUP (former chapter president), CSMLA, MMLA, AATG, NEA. Articles in: _Monatshefte_, _The Germanic Review_, _Teacher Education_, _The Alumni Quarterly ISNU_, _Studies in Germanic Languages and Literatures_.

KURTH, Lieselotte. Assistant Professor, The Johns Hopkins University.

M.A., Ph.D., The Johns Hopkins University. Member of AATG, Delta Phi Alpha, MLA, Goethe Society of Maryland (former secretary). Articles in: _Modern Language Journal_.

LANGSJOEN, Sven V. Associate Professor in German and Chairman of Department of Foreign Languages, Gustavus Adolphus College.

A.B., Gustavus Adolphus College; M.F.S., University of Zürich. Member of MLA, AATG, Minnesota Council of Foreign Language Teachers. Articles in: _Monatshefte_.

MOORE, Anneliese. Instructor in European Languages, University of Hawaii.

Diploma, Interpreters College, Berlin; A.B., University of Hawaii; M.A., University of California. Member of Phi Beta Kappa, Phi Kappa Phi, Pi Delta Phi, Delta Phi Alpha, Delta Kappa Gamma, MLA, AATG, AATF, AAUP, Hawaii Association of Language Teachers. Demonstration teacher, NDEA Institute.

NORWOOD, Eugene Leo. Associate Professor of German, University of Wisconsin, Milwaukee.

A.B., Boston University; M.A., Ph.D., University of Wisconsin. Member of Phi Beta Kappa, MLA, AATG, AAUP, Wisconsin Association of Modern Foreign Language Teachers. Articles in: Monatshefte, Music and Letters.

PRANGE, W. Werner. Associate Professor and Chairman of Department of German, Aquinas College.

A.B., Paedagogium, Bad Godesberg, Germany; Ph.D., University of Bonn. Member of AAUP, MLA, AATG, SMLTA; representative of the Association of Catholic Colleges of Michigan on the Committee on Higher Education. Publications: Your Language Laboratory; Modern Languages with Modern Methods; A Short German Grammar for Use in the Language Laboratory. Has participated in the "Ten O' Clock Scholar" television series.

SOOS, Attila Karoly. Dana College, Blair Nebraska.

A.B., M.A., State College, Szeged, Matura; M.A., Royal Hungarian University. Member of AAUP, MLA, American Assn. for the Advancement of Slavic and East European Languages, AATG.

STOUT, Harry L. Assistant Professor of Modern Languages, Purdue University.

A.B., M.A., Ball State Teachers College; Ph.D. Indiana University. Travel in Europe and Mexico. Member of Phi Mu Alpha Sinfonia, Kappa Delta Pi, Pi Delta Phi, AATG, MLA, Modern Humanities Research Association, American Comparative Literature Association, International Comparative Literature Association. Articles in: Kentucky FL Quarterly, German Quarterly.

Spanish

CROW, George Davis. Professor and Chairman, Department of Modern and Classical Languages, Winthrop College, The South Carolina College for Women.

B.A., University of Texas; M.A., Columbia University; Ph.D., University of Texas. Residence in Mexico, Germany, Colombia. Member of Sigma Delta Pi, Phi Sigma Iota, AATSP, MLA. Publication: *Panorama de las Américas*. Director of Binational Center, Bogotá, Colombia; reviewer in Refugee Screening Division, Dept. of Army.

KARSEN, Sonja Petra. Professor of Spanish and Chairman of the Department of Romance Languages, Skidmore College.

Titulo de Bachiller, Universidad Nacional; B.A., Carleton College; M.A., Bryn Mawr College; Ph.D., Columbia University. Native of Berlin, Germany. Member AAUP, MLA, AATSP; Chevalier dans l'Ordre des Palmes Académiques. Publications: *Guillermo Valencia, Colombian Poet 1873-1943*; *Educational Development in Costa Rica with UNESCO's Technical Assistance* 1951-1954; *Jaime Torres Bodet: A Poet in a Changing World*; *Selected Poems of Jaime Torres Bodet*. Articles in: *Books Abroad*, *Gesang vor dem Abgund*, *La Voz*.

KUBICA, Joseph Vincent. Instructor in Spanish, Pennsylvania State University.

A.B., M.A., Penn State University. Member of Phi Sigma Iota, Phi Kappa Phi, Phi Beta Kappa.

LEVIN, Norman Balfour. Assistant Professor, Howard University.

B.A., M.A., University of Texas; Ph.D., University of Pennsylvania. Extensive travel through western Europe, Latin America, Africa. Member of LSA, AATSP, Washington Linguistics Club (sec.-treas.), Canadian Linguistics Society; Great Britain Linguistics Assoc.; AAUP, MLA. Articles in: *The Slavic and East-European Journal*, *Proceedings of L.C.*, *The North Dakota Teacher*, *UND*, *IJAL*, *NDEA Final Reports*, *Assininboine Grammar*. Currently working on contrastive analysis of standard Spanish and Bubi Spanish.

O'CHERONY, Rosalyn. Chairman of Foreign Language Department, Chicago Teachers College.

A.B., Penn State University; M.A., Northwestern University. Member of AATSP (vice-pres. Chicago Area Chapter), MLA, Illinois Modern Foreign Language Association, AAUP. Articles in: *Chicago Schools Journal*.

PETTIT, John Albert. Head, Modern Languages, Marietta College.

A.B., Wittenberg University; B.D., Chicago School of Theology; M.A., University of Chicago; Ph.D., University of Illinois. Has conducted intensive courses in Spanish to train pastors for service among Puerto Rican residents in N.Y.C.

QUILTER, Daniel Edward. Assistant Professor of Spanish, Indiana University.

A.B., University of Toledo; M.A., Ph.D., University of Illinois. Member of MLA, AATSP, Sigma Delta Pi, Phi Kappa Phi, Kappa Kelta Pi. Publications: Cervantine bibliography, literary criticism of Don Quixote.

RESNICK, Seymour. Associate Professor of Romance Languages, Queens College.

B.A., City College of New York; M.A., Ph.D., New York University. Member of Phi Beta Kappa, Sigma Delta Pi, AATSP, MLA, NYSTA, NEA. Articles in: *Hispania*, *MLJ*, *High Points*. Publications: *Eduardo Barrios: Cuatro Cuentos*; *Welcome to Spanish*; *co-author*, *Embarrassing Moments in French*; *Anthology of Spanish Literature in English Translation*; *Hints on Speaking Spanish*; *Rapid Spanish*; *Advanced Placement Program in Spanish*; *Basic Spanish Grammar*; *Selections from Spanish Poetry*; *Essential French Grammar*; *Essential Spanish Grammar*; *Highlights of Spanish Literature*; *Spanish-American Poetry*.

SCHRAIBMAN, Joseph. Assistant Professor, Princeton University.

A.B., Brooklyn College; M.A., Ph.D., University of Illinois. Native of Havana, Cuba. Member of Phi Beta Kappa, Phi Kappa Phi, Sigma Delta Pi, Pi Delta Phi, MLA, LSA, AATSP, AATI, Société des Professeurs de Français en Amérique. Publications: *Dreams in the Novels of Galdós*. Articles in: *Boletín de derecho político*; *Symposium*; *Insula*.

SISTER FIDELIA. Head of the Department of Spanish, Marygrove College.

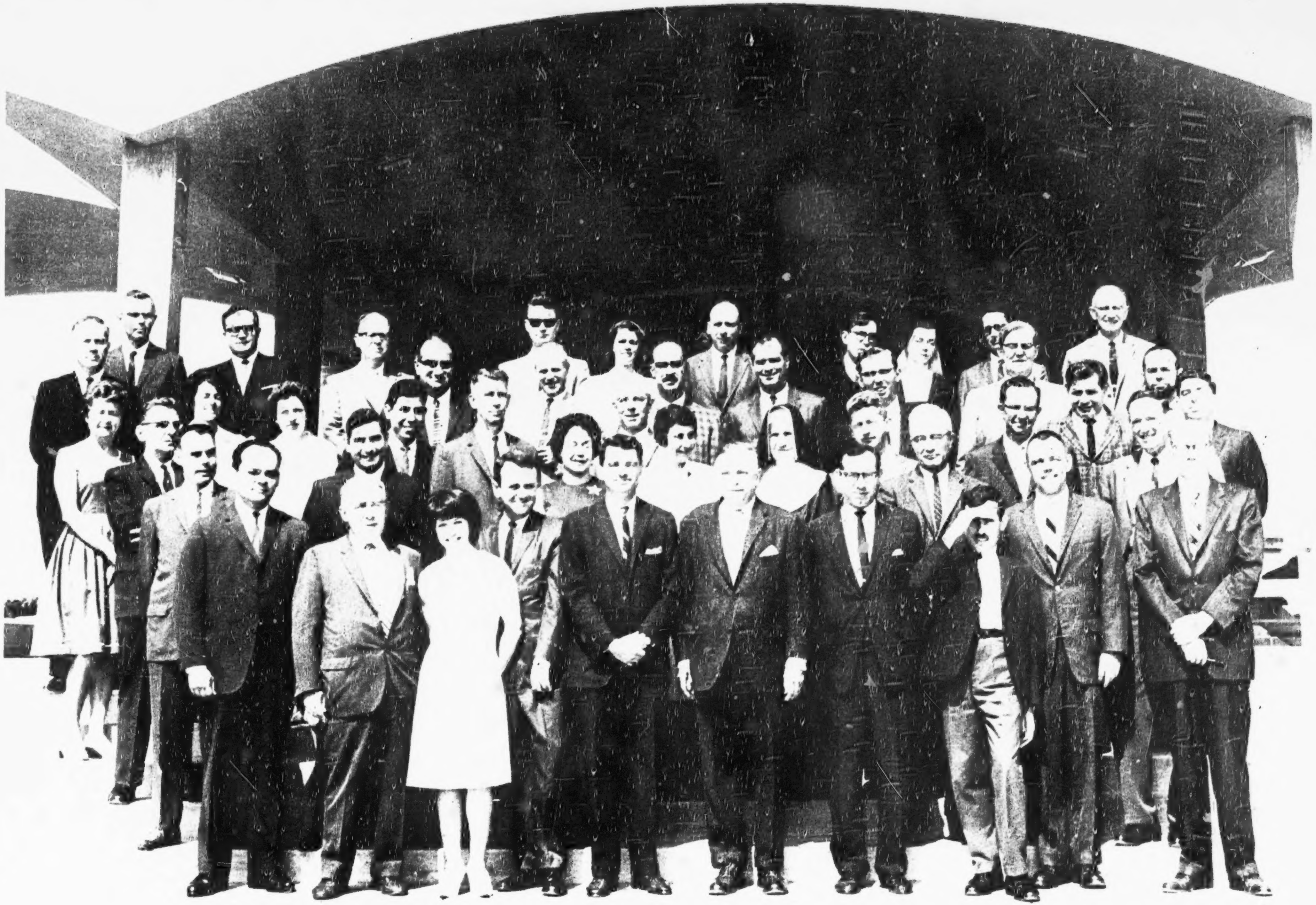
A.B., Marygrove College; M.A., University of Notre Dame; Ph.D., Catholic University of America. Member of MLA, Modern Language Teachers Assn., Central States MLTA, AATSP, Executive Committee of Mich. Assn. for Higher Education. Publication: *Juan Pablo Forner as a Critic*.

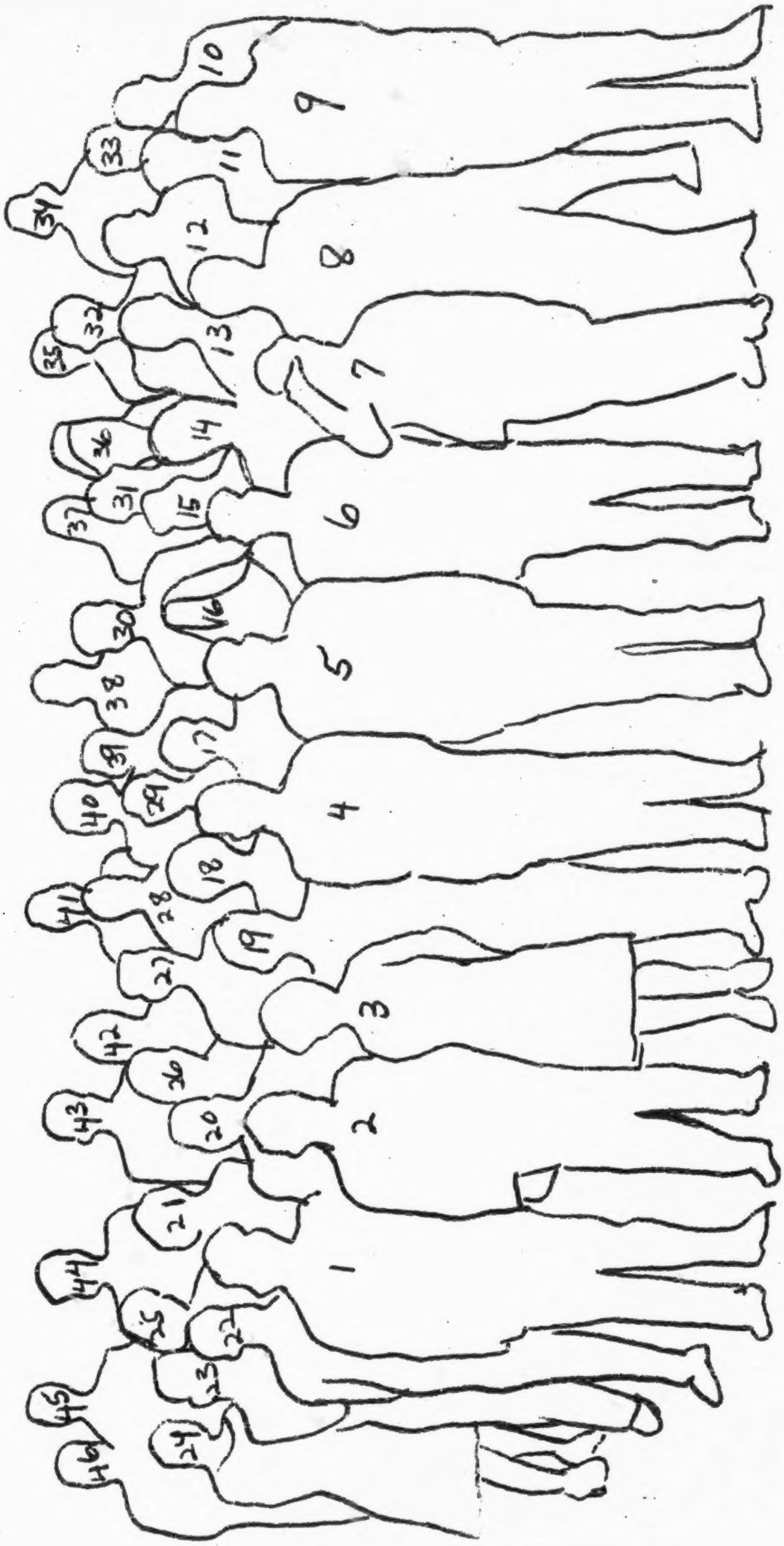
TEALE, Lloyd Duane. Associate Professor of Spanish, University of Nebraska.

A.B., A.M., University of Nebraska. Taught English in Puerto Rico. Member of Phi Sigma Iota, AATSP, MLA, AAUP. Publications: (co-author) *Vida Guacha*, *Spanish for Children*.

TRIFILO, S. Samuel. Associate Professor, Marquette University.

B.S., Cornell University; M.A., University of Buffalo; Ph.D., University of Michigan. Member of MLA, AATSP, AATI, Mid-West Modern Language Association; Phi Kappa Phi; Sigma Delta Pi. Publications: *La Argentina vista por viajeros ingleses: 1810-1860*. Articles in: *Journal of Inter-American Studies*.





1. Guillermo del Olmo, 2. Fernand Vial, 3. Monique Léon, 4. Klaus Mueller, 5. Archibald T. MacAllister, 6. Albert Valdman, 7. Moshe Anisfeld, 8. Roger Hadlich, 9. Robert Browning, 10. Joseph Schraibman, 11. Simon Belasco, 12. Joseph Kubica, 13. Seymour Resnick, 14. Madison Beeler, 15. Norman Levin, 16. Sister Fidelia, 17. Sonja Karsen, 18. Rosalyn O'Cherony, 19. Miguel Enguidanos, 20. Paul Pimsleur, 21. Liselotte Kurth, 22. Attila Soos, 23. Otto Bachimont, 24. Anneliese Moore, 25. Kathleen Harris, 26. Gerardo Alvarez, 27. George Crow, 28. Michael Capp, 29. Lloyd D. Teale, 30. S. Samuel Trifilo, 31. Daniel Quilter, 32. John Pettit, 33. Maurice O'Meara, 34. Armand Singer, 35. James Baltzell, 36. Sister Matthew, 37. Richard A. Katz, 38. Sol Rossman, 39. Charles Rosenberg, 40. Mary Heiser, 41. Harry Stout, 42. Frank Horvay, 43. Leonard Mills, 44. Werner Prange, 45. Eugene Norwood, 46. Sven Langsjoen.

COURSE REPORTS

The following reports, made by the instructor in charge of each course, are presented with a minimum of editing to preserve anonymity and maintain at least some semblance of uniformity in style. This last has been almost impossible in a few cases; we are all highly individualistic, and the courses did not all lend themselves to uniform presentation. As elsewhere in this Report, where a recommendation occurs in the text, an "R" is set in the margin, for easy location.

French Demonstration Class

Monique Léon - Simon Belasco

Since both the German and Spanish demonstration instructors planned to use unpublished audiolingually oriented materials, the directors of the Seminar decided to use a preliminary mimeographed edition of Belasco-Valdman *College French in the New Key*. One of the problems that presented itself was that the tapes accompanying the materials were recorded hastily on a 4-track machine. To be used at Indiana University they had to be duplicated on a 2-track machine with a resultant loss of sound quality. The 'fuzzy' and 'blurred' nature of these tapes was particularly disturbing in the early lessons which emphasized discrimination training heavily. A more serious handicap was that the demonstration teacher, Mme. Léon, was not conversant with some of the techniques employed in the text, and, because of the preliminary nature of the materials and the last minute nature of the decision for their use, could not have the opportunity to become intimitely familiar with their contents.

The 14 students enrolled in the demonstration class ranged in age from 26 to 50 years, and all of them had very unrealistic expectations with regard to the amount of French they could learn meeting five hours weekly for six weeks without any significant additional contact with the language in the language laboratory: they were under the impression that they would be able to converse in the language at the end of the course. One student, a classroom teacher whose class is to receive French via TV in the fall, thought the 6-weeks course would make her better prepared at least than the other teachers who know no French.

At first the class was held in a room in McNutt Quadrangle North.

Since the pronunciation drills and dialogues were of the (English-French) contrastive type recorded on tape, and the demonstration class teacher was somewhat uncertain about the parts relating to English, it was decided to use the taped materials as a model in the classroom. Because of the noise due to new construction going on outside, the demonstration class was eventually moved to a small room in the center of the Quadrangle. This did not help matters much, since, as was pointed out, the taped materials were technically inadequate.

Because of the reduced quality of the tapes, Mme. Léon suggested that we dispense with the tape machine. She would take the part of the French voice on the tape, and Prof. Belasco the English voice. This procedure did prove more effective. However, it soon became apparent that the students who were not typical college freshmen and sophomores were not finding it easy to pronounce and retain the basic patterns. They had little difficulty in understanding the features underlying "liaison", elision, singular-plural agreement between determiners and nouns, and subject pronouns and verbs, but their habits of English articulation dominated their pronunciation. They needed a lot more practice before they could internalize basic French structures. It could hardly be expected that the French participants would be won over to the Audio-lingual approach on the basis of the presentation of that approach under such adverse, if not impossible, conditions. Moreover, students reported that they were under tension in the small classroom with the participants who were seated in front of them wincing with every error they made. It seems unnecessary and even harmful to insist that the participants witness the entire internalization process. A much better plan would seem R
to call for daily observation only during the first week, to enable all

participants to realize what the teacher is trying to do. Thereafter, twice weekly attendence would seem adequate. This was not recognized until after the second week, when the French participants were divided into two groups which then attended the class on alternate days. Participants would also profit from observing other demonstration groups being taught by different methods; this might lead them to view an innovating method with a less prejudiced eye.

The most important factor in creating the right attitude toward the Audiolingual approach is positive psychological impact. During the first few days, participants should be shown what can be expected from a typical class of students who have been exposed to the method. Since such classes are probably not in session at the beginning of the seminar, it would be advisable to have an Audiolingual specialist spend the first few days demonstrating an "advanced" stage in the learning process with his or her own students. I am referring to something comparable to the demonstration put on by Filomena Peloro del Olmo at the 1959 Northeast Conference in Washington, D.C. The specialist would be on hand to answer questions for two or three days. The positive effect of such a demonstration in terms of participant inculcation would be lasting.

A problem which will plague all attempts to acquaint college teachers of French with the Audiolingual approach is the scarcity of texts illustrating this approach. To date only one such text has appeared commercially and it is totally untried in the classroom; it will be used for the first time this fall. For purposes of motivation, control, and psychological impact, it is important that the demonstration teacher and the Seminar participants be presented with a "whole" text, rather than poorly prepared mimeographed excerpts.

We found ourselves faced with a dilemma in determining the pace of the class: to progress slowly to allow the students to control the material, or to proceed rapidly so that the Seminar participants would have the opportunity to observe the application of Audiolingual techniques to a wide variety of structures at several levels of language learning. The former was elected, although with a severe compromission of the underlying principle of the text, which aims at the progressive acquisition of linguistic skills in terms of minimal steps.

French Methods Course

Simon Belasco

Procedure. It was thought that the best way to conduct the Methods course was to have the participants do a critique of the demonstration class, then discuss the relative merits of different pattern practice techniques for internalizing basic structure, and finally to have the participants practice these techniques on one another. From the very beginning, progress in the demonstration class was slow. There was very little to "critique" here. Attempts to discuss pattern practice techniques met with lukewarm enthusiasm if not resistance. I therefore decided to present concrete evidence of successful attempts in teaching spoken French with pattern practice techniques drawn from my experience both with participants in NDEA Academic-Year French institutes and with undergraduates enrolled in an experimental course using the Belasco-Valdman materials. Discussion was quite lively, and I thought I had succeeded in providing the proper motivation for presenting pattern practice techniques.

Since the demonstration class was practicing assimilation of liaison and elision pattern involving determiners, I presented the principles involving liaison and elision with French numbers. The approach was new to all the participants. About half the class reacted favorably to the presentation. The presentation did not stimulate much discussion. I decided to reserve pattern practice techniques and new ways of considering grammar for the Applied Linguistics class.

In order to arouse comments from the participants I assigned readings in Robert Lado's Language Teaching and the report of the 1962 Seminar in Language and Language Learning held at the University of

Washington, Seattle, but most of the participants indicated preference for actual experience with pattern practice techniques. I then stated to all the participants that they would all have the opportunity to present some grammatical principle in the Applied Linguistics class and show how they have their students internalize the principle. A critique by the other participants would immediately follow.

We then proceeded to discuss the problem of the establishment of terminal objectives for a basic course covering the first two years of language work in college. I asked each participant to submit a short report stating goals in terms of listening, speaking, reading and writing with possible procedures and techniques leading to the acquisition of these stated goals. The group was to prepare a statement, with an accompanying questionnaire, that could be submitted to college teachers of French throughout the nation to determine the general areas of agreement or disagreement. One participant was to draw up a list of concrete grammatical principles covered in the basic course, which were likewise to be submitted for nationwide condiseration, but unfortunately he had to leave the Seminar twice for several days because of illness and death in his family. Upon his return he agreed to continue with the project and informed me that his University would pay for the mimeographing and the distribution of the questionnaires. He and I will work together on the project after the Seminar terminates.

The reports as submitted showed different goals. One participant expressed the view that college was an intellectual experience and favored "reading" as a terminal objective. He did not, however, preclude oral training; in fact he was in favor of it. Three participants favored an audio-lingual-reading objective at the end of two years, with one emphasizing speaking, another aural comprehension, and a third reading comprehension. After much lively discussion, it was determined that reading was the only skill that the student could perform _on his own_ upon completion of his formal training. Nonetheless, each participant believed in the importance of aural comprehension. Although dialogues and drills were considered necessary to the audio-lingual experience, actual conversation could only be effected through directed and free conversation (guided and free selection). Not only should the student be able to comprehend aurally what he said in dialogues and drills, but also what he read in literary texts. One participant observed that after weeks of commenting on audio-lingual objectives and procedures, he felt everyone was in agreement. All the participants were asked to submit recommendations of materials that would lead to the acquisition of the audio-lingual-reading objective. Titles of texts were taken under consideration. Throughout the course, class time was also devoted to a critique of the Belasco-Valdman materials, the performance of the students in the demonstration class, and the reading assignments in the texts mentioned above. The last two class meetings were spent considering testing materials in listening comprehension, speaking, reading, and writing.

Discussion and Recommendations. The participants had no concrete idea of what to expect from the Methods course. Some thought they would be given materials to take back to the classroom. Others thought that current textbooks would be considered and recommended. Still others expected an historical treatment of different methods of language teaching, e.g. de Sauzé, direct method, etc. After learning that the audio-lingual approach was to serve as the basis for discussion, some insisted on experimental evidence to support statements made by S. Belasco, N. Brooks, R. Lado, A. Valdman, etc. Obviously, the substantiation of the audio-lingual approach in all its aspects was beyond the scope of the course, and even of the Seminar as a whole.

Some of the participants came to the Seminar with very set, hostile attitudes toward the audio-lingual approach and refused to view it fairly and with an open mind. Fortunately the majority of participants were amenable to persuasion. This does not mean that they did not challenge or criticize audio-lingual techniques and procedures. However, their criticism resulted from serious reflection and was basically constructive. With regard to the former group of participants, there is no doubt in my mind that the Seminar will have a beneficial effect on them once they return to their home institutions.

It is very important that the demonstration class teacher and the teacher of the Methods course be one and the same person. It was R
difficult to criticize the techniques used in the demonstration class without seeming always critical of the teacher. It would have been informative and useful, too, if the participants could have been persuaded to teach once or twice in the demonstration class. Such an experience is often a revelation to someone who has never tried systematic pattern practice in the classroom.

The admittedly delicate situation that obtains when participants are colleagues and not students could be handled better if the participants were not placed in front of a desk and the teacher behind it.
A course such as that in Methods should take the form of a round table. R
Other courses that are peripherally related to teaching and represent "new" or "outside" subject matter may safely be conducted in a regular classroom situation. The Methods course would benefit also from the
presence of the psychologist and the linguist, who could take part in R
the discussion on the same basis as the other participants.

French Applied Linguistics

Simon Belasco

Procedure. This course was designed to show the rationale behind pattern practice, as indicated in the Belasco Introduction to the Manual of French Applied Linguistics by Albert Valdman. In a very general way an attempt was made to show the contribution of linguistics to language teaching as outlined by W. Moulton, involving formal contrast, structure marking, tagmemics, and transformation. Since pattern practice is directly related to the slot-class correlation techniques of tagmemics, English-French contrastive analysis of basic clause structure was made employing this principle. Some of the participants seemed to think the course was designed to promote the audio-lingual approach, and some, not convinced of the validity of the approach, appeared to resent the amount of time spent on the above procedures. They began to ask questions that were obviously designed to require lengthy, time-consuming digressions. This seemed manifestly unfair to the others who evinced a real interest in what seemed to be a new approach. One of these, who showed a fine command of French, even gave a voluntary demonstration. Encouraged by this evidence of interest, I tried to put into operation a plan to have each participant give a similar demonstration of whatever principle he might choose. At this point, what had seemed a lack of receptivity became transparent, organized obstructionism on the part of a minority, and I must confess that I became increasingly irritated at such a display of schoolboy tactics by a group of colleagues of considerable experience and presumed maturity. After several time-consuming incidents the Seminar directors decided to transfer the three uncooperative participants to another course similar in nature at the Linguistic Institute. For the rest of the session the course functioned as it should have, free of the former interference.

Despite these incidents much was accomplished in the Applied Linguistics course. The demonstrations by the remaining participants became progressively more thorough and rigorous. The application of pattern practice to the teaching situation was conducted in a very knowledgeable fashion.

Recommendations. I feel certain that the course in Applied Linguistics affords the greatest insight into New Key procedures. However, not all participants accepted linguistic principles to the same degree. Some participants felt they were being taught grammar all over again and that they were being placed in the same category as beginning language students. There was no necessary correlation between a participant's area of specialization and his attitude toward the Applied Linguistics course. For example, of two who were both literature specialists, one got a lot from the Applied Linguistics course and the other got little or nothing. Of two who were presumably linguists, one felt that linguistics had no contribution to make to language teaching, whereas the other took the opposite view. The fundamental problem in such a course is how to put new concepts and attitudes across while allowing the participants to preserve a sense of confidence and dignity. Other problems are that not all participants have a good control of the language; not all feel secure enough to teach in front of their colleagues; not all are willing to admit that teaching basic language skills is as important as teaching their specialty. For these reasons it might well be that all participants should not be asked to do the same things or take the same courses. In the case of linguistics, perhaps both a regular college course in Descriptive Linguistics and a course in Applied Linguistics could be made available. Many literature specialists never had the opportunity to take a course in descriptive linguistics, since only courses of philological nature were offered in their graduate programs. They might see in a descriptive course a challenge on a higher intellectual level than in a course in Applied Linguistics. It might also be that some participants would wish to attend both courses.

Course Outline and Reading Assignments

		Applied Linguistics	Methods
July 15 16	V 31-34	Partitive	Structural Drills B 37-44
July 17	V 64-67	Post-nominal adjectives	S 331-342
July 20 21	V 27-29	Object pronouns	B 45-59 S 359-375
July 22 23	V 68-75	Prenominal adjectives	B 107-139 S 376-395
July 24	V 38-41	Relative pronouns	B 140-163
July 27 28	V 5-11	Basic clause structure	S 395-407 B 164-179
July 29 30	V 42-46	Subjunctive	S 407-411
July 31	V 56-57	Mute e	L 158-170; MLA tests
Aug. 3 4	V 23-25	Perfect phrases	B 82-96 B 97-106; L 149-157
Aug. 5 6	V 18-21	Interrogatives	B 226-239 L 173-211
Aug. 7	V 34-35	C'est, il est	B 241-260

(S) S. Saporta. Psycholinguistics.

(V) A. Valdman. Applied Linguistics: French.

(B) N. Brooks Language and Language Learning.

(L) R. Lado. Language Teaching.

French Phonology

Pierre Léon

The participants received a detailed course outline as well as a bibliography. The course had originally been scheduled for five 45-minute periods a week. When the course was reduced to two hours per week, its content had to be similarly condensed, but it was usefully complemented by four general lectures, open to the public, which were planned for the presentation of the most important problems. These lectures were given during the first week of the Seminar. Since the different aspects of the problems to be studied were presented during the lectures, the original outline for the course has been somewhat changed.

1. General lectures: Teaching of Pronunciation.

   Speaking to an audience representing three linguistic groups--German, Spanish, and French--the problems concerning English as opposed to these three languages had to be considered.

   The following matters were treated:

   a. Criticism of old conceptions of atomistic phonetics, which emphasized:
      --use of phonetic transcription,
      --problems of articulation,
      --techniques of correction
      Classical methods viewed correction of pronunciation at the phonetic level only. Sounds were studied as isolated units of the spoken string.

   b. Structural methods:
      --Sounds are no longer considered as isolated entities but as integral parts of a meaningful system. Language is taught by means of functional phonetics.
      --Corrective phonetics can be based only on linguistic comparison between the native and the target language. This is shown by numerous examples of interference, especially those resulting from a difference in distribution between the two languages.

c. Problems of phonetic correction:

--These problems must first be considered from the point of view of general features. The most characteristic features of Spanish, French, and German, as opposed to English, were discussed.

--Technical principles of correction were considered, as was a method which would take care of both psycholinguistic and pedagogical problems.

d. Phonostylistics:

--Here, a study of means of expression on a higher level was presented. French was used as an illustration.

--In order to illustrate more precisely the problems of regional accents, levels of style and personal characteristics of voice, recordings of actors, comedians, writers, and statesmen were played. The pedagogical usefulness of such recordings was outlined.

2. Applied French Phonology

In this course the attempt was made to stimulate discussion rather than to teach ex-cathedra. For this purpose, the participants were asked to prepare a discussion in advance, with the help of the bibliography. The course itself dealt in a more detailed way with the different matters brought up in the lectures, emphasizing:

a. Little-known theoretical notions:
    - --articulatory classification of sounds,
    - --auditory and psychological reality,
    - --acoustic analysis of sounds,
    - --linguistic analysis, phonemic problems,
    - --stylistic problems.

b. The practical side of these questions, considered from the point of view of teaching pronunciation:
    - --how to use the exercises functionally,
    - --what progression to use,
    - --how to correct mistakes by means of linguistic, articulatory, and auditory techniques,
    - --how to control student progress,
    - --how to help students appreciate literary texts by analyzing the style: rhythm, impressive meaning of the sounds,
    - --how to interpret texts according to the indications of style: rhythmic effects, intonation, accents, etc.

Certain well-known problems--such as the mute e, liaison, orthoepy--were studied only from a morphophonemic point of view as phono-stylistic variations.

There was not as much discussion as might have been expected. The participants seemed more interested in the expressive use of the language (phonostylistic problems) than in linguistic aspects proper. This fact is certainly due to the literary rather than linguistic nature of their background.

Course Outline

WEEK	TOPICS	BIBLIOGRAPHY
First	Physiological notions of phonation: techniques, articulatory classification of sounds, vowels, French/English.	Malmberg, La Phonétique. Delattre, Principes. Leon, Problemès de Méthode....
	Atomistic phonetics: isolated sounds, articulation, ortheopy, transcriptions examples of handbooks (Jones, Grammont, Tomas).	
	Articulatory classification of consonants: French/English, combinatory phonetics, vocalic and consonantal assimilations, method of correction.	
	Comparative phonetics of general features: general features, articulation, method of correction.	
	Review: problems, exercises, (transcriptions, diagrams, classes), criticisms.	
Second	General features of French: syllabification and rhythm, French/English, types of exercises.	Pike, Phonetics. Pike, Tone Language. Martinet, Traits généraux. Fouché, Introduction. Straka, Prononciation.
	General features: accents and intonation, French/English.	

	General features: intonation, types of exercises, spoken and literary intonation. Morphophonological problems: mute e. Review: problems, exercises, tests.	Valdman, French. Delattre, Principes.
Third	Morphophonological problems: liaison. Phonological comparison: problems of distribution, vowels, Spanish/German/English/French. Consonantal distribution: general problems, Spanish/German/English/French. Problems of distribution and interference from English to French. Review: problems, exercises	Delattre, Principes. Valdman, French. Léon, Introduction....
Fourth	Phonological system of French vowels: maximal system, minimal system, phoneme, archiphoneme, neutralization. Oppositions: minimal pairs, paradigmatic level, functional yield. Consonantal oppositions: oppositions and contrasts. Pattern drills and phonetic correction: substitutions and transformations, paradigmatic levels, syntagmatic levels. Review: problems, exercises, tests.	Gougenheim, Eléments. Martinet, Eléments. Martinet, La Prononciation.... Malmberg, Systèmes.... Delattre, "Un cours d'ex. structuraux," Valdman, French. Valdman, Drillbook. Léon, Exercices.

Fifth	Acoustical notions: the acoustical system of French/English vowels, formants. Vowels from the articulatory, acoustic, and linguistic points of view: yield and information, practical application. Acoustics of consonants: intelligibility and information, functional yield of consonants. Problems of perception: gestaltist theory, phonetic method of Saint-Cloud criticism, syntagmatic, oppositions. Review: problems, exercises, tests.	Delattre, "Un triangle acoustique...." *French Review*. Jakobson-Halle, *Fundamentals* Malmberg, *Structural Linguistics*. Lafon, *Tests*. Lafon, *Message*.... Martinet, *Eléments*.
Sixth	Tests: discrimination, production. The pronunciation class and the language lab: correction, control, fixation. Levels of correction: from orthophony to phonostylistics. Phonostylistics: analysis and recreation. Review: exercises, tests.	Lado, "Phonemics...." Lado, *Language Testing*. Delattre, "Testing Students' Progress...." Léon, *Laboratoire de langues et correction*.... Companys, *Phonétique et phonologie française*. Léon, "Phonostylistique," in *Laboratoire*.... Marouzeau, *Précis*.... Sauvagoet, *Les procédés*.... Léon, *Introduction*.... Guiraud, *La stylistique*.

Bibliography

A. General Linguistics and Phonology

Jakobson, R. and Halle, M. *Fundamentals of Language*, Mouton, The Hague, 1956.

Malmberg, G. *Structural Linguistics*, Academic Press, New York, 1963.

__________. *La Phonétique*, Que Sais-Je: PUF, Paris, 1954.

Martinet, A. *Eléments de linguistique générale*, Colin, Paris, 1961.

Pike, K. *Phonetics*, U. of Michigan Press, Ann Arbor, 1947.

B. Applied French Linguistics

Delattre, P. "Un cours d'exercices structuraux et de linguistique appliquée", *French Review*, 33, mai 1960, pp. 591-603.

Valdman, A. *Applied Linguistics--French*. Heath and Co., Boston, 1961.

C. French Phonology

Companys, E. *Phonétique française pour Hispanophones*. Paris: Bureau d'Etudes et de liaison pour la diffusion du français dans le monde, 1962.

Delattre, P. *Principes de prononciation française à l'usage des étudiants anglo-américains*, Middlebury, U.S.A., 2nd ed., 1951.

Fouché, P. *Introduction à la phonétique historique du français*. 3rd ed. partie, pp. 70-106, Klinckseick, Paris, 1956.

________. *Traité de prononciation française*. Klincksieck, Paris, 1956.

Léon, P. and M. *Introduction à la phonétique corrective*. Hachette, Paris, 1964.

Martinet, A. *La prononciation du français contemporain*. Droz, Paris, 1945, 249 p.

Straka, G. *La prononciation parisienne*, Bulletin Fac., L., Strasbourg, 1952, 45 p.

D. Applied French Phonetics

Delattre, P. *Les difficultés phonétiques du français*. Middlebury College, the French School, 1948, 68 p.

Léon, M. et Léon, P. R. *Introduction à la phonétique corrective*, B.E.L., Hachette, 1962.

______. *Exercices de prononciation française--Les oppositions phonémiques*, Hachette, 1964.

______. *Exercices de phonétique française--Phonétique et phonémique*. Hachette, 1964.

Léon, P. R. *Aide-mémoire d'orthoépie*. Paris, Didier, 1962. 64 p.

________. "Les méthodes en phonétique corrective, de la linguistique atomiste à la linguistique structurale", *Fr. M.* juin-juillet 1961.

________. *Laboratoire de langues et correction phonétique*, Didier, Paris, 1962.

Valdman, A., R. Salazar. M. A. Charbonneaux. *A Drillbook of French Pronunciation*. Harper and Row, 1964.

E. Phonostylistics

Léon, P. R. "Phonétisme, graphisme, et zazisme", *Etudes ling. appl.*, décembre 1961, pp.

Marouzeau, J. *Précis de stylistique française*, Masson, Paris, 1959.

Sauvageot, A. *Les procédés expressifs du français*, Paris, Klincksieck, 1957.

F. Testing

Delattre, P. "Testing Student Progress in the Language Lab.", *International Journal of American Linguistics,* vol. 26, No. 4, Oct. 1960, pp. 77-93.

Lado, R. "Phonemics and Pronunciation Tests", *M. L. J.*, p. 531-542.

_______. *Language Testing*, Longmans, 1962.

Lafon, J.-Cl. "Le test phonétique", *Cahiers de la C. F. A.*, No. 5 1958, 54 p.

The Teaching of French Literature

Fernand Vial

My participation in the Seminar for College Teachers of French, Spanish and German, which I faced with some trepidation, was a challenging but a satisfying experience. Although I came to the Seminar theoretically only as a teacher of literature, my status soon acquired a new dimension because of the fact that I was the only staff member to live in McNutt Quadrangle, in close contact with the participants. It was thus possible for the French Group to have lunch together regularly and even the two who had apartments in town joined us almost every day. We frequently had dinner together also; we took walks in the evenings and on weekends and even organized several meetings and dinners. If I seem to put unusual stress on these extra-academic matters it is because I feel that, in the present context, they are really important. They show, I think, that there was established from the beginning an atmosphere of simplicity and cordiality which carried over into the academic field. Our discussion and talks at these informal get-togethers bore most of the time on academic matters and served to complete, on another plane, many points touched upon in the Seminar itself. From the first meeting in class, I told the participants, but more important I tried to show by my attitude in and out of class, that there would not be a master-student relationship among us, but rather a relationship among colleagues who came together to discuss their common experiences, their problems, to try to arrive together at some solution valid for all.

The Participants. The nine participants in the French Seminar were, with one exception, either very well or well-prepared in French literature. The exception had been concerned exclusively with linguistics and, in the beginning, showed only a slight interest in literature. One of the participants had a superior preparation acquired in the United States and abroad. All but two had either traveled or studied in France. There was, however, no uniformity in their preparation except to the extent that all of them, in the various universities they had attended, had been taught the history of literature rather than literature itself. Several of the participants confessed to me that they had never had a really good course in French literature. I believe that they all came to the Seminar with a high degree of motivation and a real eagerness to learn and to improve themselves. Their attitude with me was always one of receptivity, openness, willingness to test new ideas and new methods. This early favorable impression created by the participants was borne out by developments, with one exception.

The Program of the Course in Literature. The program of the course in literature, as it appears in the appended syllabus, was originally divided into two unequal parts. The first was a theoretical presentation of the problems of literary criticism and particularly an explanation of the latest theories, psychological, psychoanalytical, sociological, "character-ology," etc. It was intended that this presentation would occupy about the first week of the Seminar. The second and much longer part was to deal with practical problems encountered in an actual class in French literature, specifically in a survey. This program was submitted to the participants at our first meeting and I asked them for their suggestions as to the practicality of such a plan, possible improvements and inclusion of other material. It was further stated that there was nothing rigid and definitive about this program and that it could very well be modified as we went along and as circumstances would dictate. As it turned out, this so-called theoretical presentation elicited such a strong interest among the participants that it extended over two weeks. But it also ceased to be strictly theoretical since we discussed the applications and utilizations of these various theories in the teaching of literature, first of all, as far as the attitude of the teacher toward the literary work was concerned, and, second, as to the communication of that new approach to the class itself. We spent some time also on the integration of the Lanson method, in which all of them had been trained, into new concepts of literary criticism. As a result of this rearrangement, some of the matters scheduled for the second, third, and fourth weeks had to be contracted into a shorter time. The time allotted for the demonstration classes was also extended.

The Seminar in French Literature. As stated before, the participants were informed that this would not be a class but a meeting during which participants would exchange their views and discuss their problems. There would be no _ex cathedra_ pronouncements. Therefore they were free to interrupt at any time, to ask questions, to disagree, to criticize. In fact, they were encouraged to do so without, however, allowing our meetings to degenerate into a disorderly and pointless free-for-all. Each topic for discussion was announced and decided upon the day before and fell within the syllabus accepted at the beginning. The only variation was in the amount of time allotted for each discussion. The sessions were conducted in a relaxed atmosphere, without tension. The participants did, in fact, participate. They asked frequent questions, particularly when we discussed the latest theories in literary criticism, of which most of them were ignorant. I gave them the explanation and justification for each theory, the literature on the subject, the dissertations written as an application of these theories.

We examined in detail a syllabus for a survey course in French literature which I submitted to them, distributing a copy to each of them. In the distribution of the matters covered I made allowances for an average and a superior class. After much discussion we came to an agreement on the subjects which could be realistically covered in such a survey and the texts which could be read and become the subjects of an "explication de texte". Then we discussed the question of method in the conduct of such a class, the presentation of the subject, what to include and how to integrate the necessary history of literature with a study in depth of the texts themselves. This seemed to be the problem which preoccupied the participants. I then gave them a detailed demonstration of an explication of an essay of Montaigne, which we had agreed to put into the program. The demonstration, being directed at a class of sophomores, occupied three sessions. The participants had the text under their eyes, with the notes I had added to the text and with an indication of the topics I would treat in connection with that text; namely, stoicism and epicurism in the sixteenth century, rationalism, Montaigne's education, the idea of nature. The participants were invited to write their criticisms and observations of my presentation; these I read to the class and commented on in the next two sessions. Two of the participants gave me a particularly intelligent comment on my demonstration. I had no problem in obtaining the participants' collaboration in a series of demonstrations and they submitted equally well to a scrutiny of their presentations similar to the one that I had myself accepted and solicited. I asked them therefore to choose among the topics included in the Syllabus a subject which each one of them would then present to the Seminar as a demonstration of a survey class. I appointed at the same time a participant as the special critic of another participant; the critic would have to prepare the subject rather thoroughly and give his observations at the following meeting. This procedure was adopted by the participants, who adhered to it faithfully. Each one of them had forty-five minutes to present his subject; at the next meeting his particular critic would give his opinion; the entire class was then invited to offer its criticism and I would conclude by giving my criticism both of the presentation and of the criticisms. Each participant was responsible for choosing a particular text for "explication" (within the matters of the syllabus) and having it reproduced and distributed to the other members of the class.

The lessons as planned ran smoothly, without disorder, without hurt feelings and in a real feeling of comradeship. We had to make only a minor change, due to the temporary absence of one participant, who could not give his demonstration on the day it was planned. What the participants found more difficult was to resist the temptation to show their erudition and to abide by the program; that is, to give a class as they would to students in a survey course. To make that class more realistic and furnish an example, in my own demonstration I sometimes called on members of the Seminar as follows: "Sophomore X, 'Que signifie ce mot?'" It was an expression that Professor X, of course, knew very well but which "Sophomore X" may well not have known. The participants did likewise and called on "Sophomore Y" or "Sophomore Z" for similar explanations. In my presentation, my first topic, which I called a class within a class, was to give them what, in my mind, should be the minimum requirements, that is, the minimum of books to be read before the teacher would be knowledgeable enough on the subject to teach it objectively. I asked each of the participants to do likewise at the beginning of each demonstration both for the benefit of the teacher (myself) and the other participants, though not for the students themselves. There was some disagreement at first on the amount of preparation I indicated as being necessary. However, they were soon reconciled when I explained that this was, in my mind, a preparation extending over several years, that many of the works included would, or should, have been read in the Graduate School, and they would improve that preparation each year by adding to their knowledge. Most of the participants gave a good performance and some of them gave excellent demonstrations.

There were a few unexpected developments in the course of the session which necessitated some slight deviations from the program or at least some changes in emphasis. For instance, the participants evinced a considerable interest in the following points, which I had not considered important: 1) the texts to be used to read the complete works, or, in the case of poetry, the texts in which to find the poems selected; 2) the methods of testing students on the assigned readings. I therefore spent more time than I had anticipated on these problems. I had fortunately brought along several collections of French texts, some of them entirely unknown to the participants; such as, the collection Expliquez-moi, or the collection Classiques France. We discussed the merits of these and other collections, and of the special text within these collections which we had selected for our survey course. I also gave them some examples of quizzes, oral and written, on the subjects discussed.

Course Outline

WEEK	SUBJECT	
First	Theoretical Problems	
Second	Theoretical Problems (cont.)	
	What is literature: Literature as an expression of man and of life at a given period.	Auerbach: Mimesis Wellek: Theory of Literature Brunetière: Evolution de la Critique
	Literary criticism: subjective versus objective criticism. Biographical method: Sainte-Beuve. Bibliographical method: Brunetière. Literary history: Lanson.	Morize: Problems and Method of Literary History Lanson: Méthodes de l'histoire littéraire Le Senne: Traité de caractérologie
	Modern theories of literary criticism: psychological and characterology; sociological and psychoanalysis.	Poulet: Etudes sur le temps humain Histoire des littératures, collection de la Pleide "Culture in Language Learning"
	Questions of forms and style.	
	Literature and civilization.	
Third	Practical Problems	
	a) The preparation of the teacher; familiarity with the language, the country, the people, customs, history, and geography; art and civilization.	MacAllister: The Preparation of College Teachers, MLA: Preparation of College FL Teachers, Northeast Language Conference, 1961.
	b) The preparation of the student; degree of proficiency required for 1) general course; 2) period courses.	Doran: "Preparing Students for Literature," French Review, Oct., 1963, pp. 81-83.
	Content courses after a) one-year college language course; b) two-year college course; c) composition and conversation courses.	Vial: Deux nouvelles de Jules Romain. Lite: Pêcheur d'Islande (Holt) Rolland, Romain: L'aube (Holt)
	Texts of modern French literature to be used in language courses.	
	Degree of proficiency in understanding, speaking, writing.	

	General courses, are they necessary? for a) non-majors? b) majors? Special general courses for majors.	Northeast Language Conference, 1956, "The Role of Literature in the Teaching of Foreign Languages"
	Organization of a general course: where to start and what to include.	Bishop: *Survey of French Literature*
	Course given entirely in the language.	Alden: *Introduction to French Masterpieces*
	Syllabus for a general course; entire works versus anthologies. Critique of anthologies most commonly used.	Clouard: *Anthologie de la littérature française*
Fourth	*Practical Problems*	
	a) Period courses: must they follow a general course? Syllabi for period courses: XVIth century; XVIIth; XVIIIth; XIXth; XXth. Texts to be read by students: entire works? which? how?	Jasinski: *Histoire de la littérature française* Clouard: *Histoire de la littérature française depuis le symbolisme*.... Lanson: *Esquisse d'une histoire de la tragédie française*
	b) Genre courses: drama, novel, poetry, criticism.	
	Syllabi for such courses.	
	Texts to be read by students.	
	Special Practical Problems	
	The laboratory as an aid to the study of literature; which works are more suitable?	Examples: Verlaine: "Le Ciel est pardessus le toit" Lumen Goldsmith 1-257 Valéry: "Cimetière marin" FLD 81 Goldschmit
	Literary history through texts rather than vice versa; necessity of maintaining the continuity of literature.	
	Recitation; memory work; learning by heart.	
	Advantages and inconveniences of class participation in discussions; in French.	
	Reports: oral, written, in French.	

Tests; quizzes, oral or written;
what form of questions.

Fifth
Sixth

Demonstration Classes

a) By teacher.

b) By participants.

Example of at least one critical edition: Lanson: Lettres philosophiques

Mornet: La Nouvelle Héloïse
les Provinciales
Barkekausen: Lettres Persanes
Use of "livres de poche"?
Use of annotated editions?
Various collections:
  Les classiques de la civilisation française, Didier
  Classiques de France, Hachette
  Expliquez-moi, Foucher

German Teaching Methods and Materials

Klaus A. Mueller

Description of the Program. The German methods and materials class consisted of two sections; one, the teaching of the demonstration class; and two, the discussions of methods and materials in the teaching of German on the college level. The demonstration class met each day from 8:30 to 9:15 and the discussion seminar followed daily from 9:15 to 10:00 a.m. The participants of the German section also visited the Spanish demonstration class, a beginning German class (101), and a third semester class (201) in the regular Indiana University summer session.

The demonstration class consisted of 15 volunteer students aged 14 to 37. The teaching materials used in the demonstration class were the new college German materials by Alan DuVal, Klaus A. Mueller and Herbert Wiese which will be published by Random House, Inc., during 1965. These materials were piloted during the last three years at several colleges of the Associated Colleges of the Midwest and resulted from a four-year foreign language research program to improve the teaching of foreign languages at the college level.

The volunteer students of the demonstration class met three times a week for additional forty-five minute periods with a native informant for further drill. The informant observed all demonstration classes to enable him to take note of the difficulties of individual students. The language lab was available to the students six days a week on a library-type basis. Lab assignments were made following each period of classroom instruction. These assignments of drills and exercises which are closely integrated with the class work resulted in students being able to pace and test themselves in the lab following each class period, and in this manner differences in individual learning rates were minimized.

Some participants volunteered to teach the demonstration class for limited portions of a period to demonstrate certain techniques.

The first part of each discussion period consisted of a critique and discussion of the demonstration class just observed. The second part consisted of discussions of selected topics covering the entire range of teaching German on the college level, but with special emphasis on problems and concerns of the beginning and intermediate levels. A list of topics covered is attached as Annex 1.

All eleven participants of the Seminar reacted positively to both the demonstration class and the discussion periods following the demonstration. Every participant contributed actively to the discussion. Some participants contributed considerably more than others.

At the beginning of the Seminar in methods and materials I asked the participants to submit a list of the teaching materials which they are presently using in their classes. This data furnished valuable information and was used during our discussions. A copy of this list is attached as Annex 2 to this report.

The participants were at first somewhat reticent in assuming active roles in the Seminar, although they did always participate actively in discussion, as was noted above. When first asked whether they would like to teach a portion of the demonstration class, most of them indicated they would not. Finally, four of the eleven participants actually did teach portions of the demonstration class. As the Seminar progressed, participants became more and more active and outspoken, and in consequence benefited to a greater extent from the program.

There was a lack of homogeneity among the participants. Some came from large universities, supervising large numbers of instructors and teaching assistants; some came from small colleges. In one instance, the participant would supervise 60 teachers teaching beginning and intermediate German, while another participant would supervise only two or three on this level. More importantly, the level of sophistication of the participants regarding teaching methodology, knowledge of applicable research, teaching ability and experience, and proficiency in German varied greatly. (One participant could not speak or write German with grammatical correctness.) Despite this situation, the morale of the group was very high. They benefited not only from our presentations and discussions, but also from being able to exchange information regarding their own programs and teaching practices. Often spirited discussion concerning challenges to present practices and curricula contributed to the broadening of viewpoints and critical evaluation of existing programs and materials.

I would like to state most emphatically that I believe that only by training future foreign language teachers adequately can we overcome poor teaching and inadequate programming. Since much of the training of future teachers takes place in colleges and universities, it makes more sense to initiate training and special programs for college professors who supervise or conduct teacher-training courses than to keep on organizing and conducting remedial institutes for secondary-school and other foreign-language teachers. Let's train our future foreign language teachers adequately in colleges and universities in the first place, and direct the emphasis toward that level through special programs such as this summer Seminar.

Guidelines for College Programs in German Language
by the members of
the German Methods and Materials section of the Seminar

1. Our objective is the development of all four basic language skills to the highest possible degree. In order to achieve this end, we recommend a minimum sequence of two years for those students beginning German in college. Special-purpose courses such as "Scientific German" should, accordingly, play no part in the curriculum of the first two years.

2. An audio-lingual teaching approach should be used. We are convinced that, after a carefully planned sequence of two years of language instruction, students taught by this method will show greater facility in all four skills than those taught by traditional methods.

3. Grammatical structures should be presented inductively. The first year should be devoted to developing mastery of high-frequency structures, within limited lexical range. The less common and more involved patterns should be treated only in the second year of the program. Adequate provision should be made for systematizing the student's knowledge of the language at appropriate intervals. In addition to this systematization, the student should have available a reference grammar section with an extensive system of cross-references to the materials used.

4. We recognize that there are considerable differences in learning rates, a fact which instructional procedures must take into account. Accordingly, foreign language departments should consider the following:

   a) The grouping of classes into homogeneous ability groups by the use of tests which predict language ability.

   b) Proficiency tests to regroup classes periodically according to current ability levels.

c) A more flexible use of the language laboratory, and eventual utilization of pedagogically sound programmed materials.

d) Multi-track programs, with fast and slow tracks to enable students to proceed at a pace commensurate with their abilities.

5. Students should be placed according to demonstrated ability rather than number of semester hours or years of study. In view of the increasing length of sequences in high schools, we recommend the use of placement tests at every level.

6. The language learner should unquestionably be exposed to spoken forms before written forms. There is, however, no evidence that extensive pre-reading instruction is either necessary or desirable for students beginning the study of German on the college level. The control of phonology and intonation must instead be considered a long-range goal which requires systematic attention throughout the basic two-year sequence.

7. We recommend five contact hours for both the first and the second year. This recommendation is accompanied by an urgent plea to textbook authors to give the same attention to second-year audio-lingual materials as they now give to those for the first year. Furthermore, the audio-lingual materials should form a homogeneous whole throughout the first two years.

8. The texts for the first year should contain reading material carefully selected for simplicity of vocabulary and structure. Original (unadapted) literary works, poems, anecdotes and short stories should be included, provided they meet these standards. More extensive and more challenging readings should constitute the basis of the second-year program. For this reason and for the reason stated in paragraph 3, namely, that the study of basic structures should be continued into

the second year, we recommend that the use of traditional review grammars be discontinued. At the end of the second year the student should have a full and active mastery of the basic patterns and forms of the foreign language and of a sizable high-frequency vocabulary. With the aid of a dictionary he should be able to read anything within the scope of his intellectual ability.

9. The foreign language department should have primary responsibility for the preparation of prospective foreign language teachers. This program must include a required methods course taught by an experienced member of the department, as well as closely supervised practice teaching (in cooperation with the education department). The training of every foreign language teacher must include a period of residence and study in the country of the foreign language.

10. We recommend that all prospective teachers become acquainted with major research projects and findings in the field of teaching methodology and materials and that they be encouraged to engage in research in this field.

11. We must test what we teach. Accordingly, audio-lingual performance must be tested and graded as carefully as performance in the other skills. Speaking performance in the classroom must be one of the criteria for determining the student's grade.

12. Use of English: We recommend that classroom hours be devoted almost exclusively to using the foreign language. The scrambling of English and the foreign language throughout the class period is especially detrimental to the development of audio-lingual skills and should be avoided. The use of English by the teacher for the purpose of explanation should be limited to brief periods at the beginning or end of the class hour, preferably the latter.

13. We consider the lab an indispensable part of the instructional process. It is not desirable to have students practice in lock-step fashion in the laboratory. Where possible, lab work should be on a library-type basis to enable students to pace themselves. Lab work, however, should be required of all students. If lab work must be scheduled, five periods a week for beginners and as many periods as available for intermediate students are recommended. The laboratory is the place for practice and "overlearning," not for introducing new basic material. The integration of laboratory and classroom work is of paramount importance.

14. Writing should begin early in the first semester and should cover material previously heard, spoken and read. It should start with dictations and memorized dialogues and progress to exercises on structure and then to reports. These should, at first, be simple variations of materials mastered orally.

In addition to the specific recommendations made above, we subscribe to the suggestions and practices advocated in "The Preparation of College Teachers of Modern Foreign Languages," a conference report prepared and edited by Archibald T. MacAllister.

ANNEX I

Course Outline

1. Pre-reading instruction
2. Problems and objectives of the first phase of the beginning course (correction, pace, mastery, etc.)
3. The use of English (problems of interference)
4. The use of visual and tactile aids
5. Suprasegmental phonemes
6. Non-linguistic aspects
    - Paralanguage
    - Kinesics
7. Transition and introduction to reading and writing
8. Function and problems of translation
9. Audio-lingual instruction without a lab
10. Language laboratories--types and operation
11. Pronunciation clinics
12. Pattern drills--types and function
13. Survey of presently used and newly developed teaching materials
14. Teaching and learning aspects
    - a. "overlearning"
    - b. memorization
    - c. drilling
    - d. perception drills
    - e. practice drills
    - f. application drills
    - g. dialogues--directed dialogues
    - h. reading selections
    - i. conversations
    - j. use of question-answer drills
    - k. recombination exercises
15. Culture (anthropological, literary, etc.)
16. Introduction of literature (reading for meaning--style)
17. Testing and evaluation (skills)

18. Composition
19. Dictation
20. Intermediate and advanced courses
21. Programmed learning
22. Aptitude tests
23. Placement tests
24. Psychological tests
25. Experimental designs
26. Experimental treatments
27. Production of new teaching materials
28. Making of recordings
29. The use of films, slides, filmstrips
30. Demonstration teaching by participants

ANNEX II

Elementary German--Texts and other data used by participants

Name and School:	Basic Text	Auxiliary Materials	Statistics of Classes:
Bachimont U. of Puget Sound	Ellert A. Heller, *German One*	v. Hofe, *Im Wandel der Jahre* and tapes	Size: 30 Sect: 3 Instr: 3
Harris U. of Calif. Berkeley	I. Rehder-Twaddell, *German* II. " " , *German* III. Cochran, *German Grammar* IV. Lederer, *Kl. Aufsatzbuch* Roman Numerals refer IV- to Semesters	Ryder-McCormick, *Lebendige Literatur*, I, pt. 1; II,pt.2,3. Mathieu-Stern, *Audioling*. Dr. Remarque, *Zeit zum leben*, Brecht, *Kalendergeschichten*, Schnitzler, 3-*Anatol* (texts chosen by Prof. Mann, Hoffmanthal, Boeck, Stroeb, Vom Alltag zur Literatur)	Size: 18 Sect: 45-55 Instr: 45-55
Kurth Johns Hopkins	a) Davis-Hawkes et. al. *Deutsch, A Split-Level Approach* b) Rehder-Twaddell, *Verstehen und Sprechen*	Elem. Science Reader Fabriziouss, *Wer zuletzt lacht* Ryder-McC, *Lebendige Literatur* (Conversation)	Size: 10-15 Sect: 10 Instr: 8-10
Horvay Illinois State U.	Lehmann, *Active German*	American Book Company Readers, (3 cont. hrs. 1 lab. hr. per week)	Size: 25 Sect: 4 Instr: 2
Langsjoen Gustavus Adolphus C.	Lehmann, *Active German*	v. Hofe, *Im Wandel der Jahre* (songs)	Size: 25 Sect: 3-4 Instr: 2
Norwood U. of Wisconsin,Milwaukee	Lehmann, *Active German* 1st semester Lehmann, *Rev. and Progr.* 2nd semester	American Book Co. Readers (2nd sem., ca. 3, *Einstein*, etc.)	Size: 25 Sect: 9 Instr: 6
Prange Aquinas C.	Schulz-Greisbach, *Sprachlehre für Ausländer* Grundstufe	Prange, *A Short German Grammar* Lang. Lab, *Reporter in Deutschland*	Size: 25 Sect: 4 Instr: 3
Soos Jamestown College	Goedsche-Spann *Deutsch für Amerikaner*	A.B.C. Graded Readers	Size: 15 Sect: 1 Instr: 1
Stout Purdue Univ.	Schmidt-Radner, *Beginning German with Films*	A.B.C. Readers: Sutter, Steuben, Schweitzer, Einstein, Mann.	Size: 25 Sect: 20 Instr: 13
Capp U. of Detroit	Fehlau, *Fundamental German*	*Reporter in Deutschland* 2nd semester	Size: 23
Moore U. of Hawaii	Hugo Müller, *Deutsch Erstes Buch*	3 cont. hours 3 lab. hours (20 min.)	Size: 30 Sect: 8 Instr: 5

Second Year (Intermediate) German

Institution	Basic Texts	Auxiliary Materials	Statistics
Univ. of Puget Sound Bachimont	Pfeffer, German Rev. Grammar Conversational Manual	Steinhauer, Kulturlesebuch f. Anfänger (1st. sem.) Loram, Aus unserer Zeit (and other coll.) Laboratory voluntary	Size: 25 Sect: 3 Instr: 3
U. of Calif. Harris	(varies greatly) Remarque, Zeit zu leben, Brecht, Kalendergeschichten, Der Gute Mensch von Sezuan, etc.	(Schnitzler, Mann) Stroeb, Vom Alltag z. Lit. (lab. vol.)	Size: 20 Sect: 18 Instr: 20
Johns Hopkins Kurth	Loram, Querschnitt Phelps, German Scientific Her. Bergethon, Grammar for Reading Dürrenmatt, Die Panne (uned.) Langenscheidt, Wörterbuch	Conversation: Neuse, Vom Bild zum Wort. (lab. limited)	Size: 18 Sect: 10 Instr: 5
Ill. State U. Horvay	(does not teach 2nd year)		
Gustavus Adolphus C. Langsjoen	Lehmann, Review and Progress McCluny, Lesen und Hören	Remarque, Zeit zu leben; Brecht, Kalendergeschichten; and Newspaper articles Lab required	Size: 20 Sect: 3 Instr: 1
U. of Wisc. Norwood (Milwaukee)	Im Geist der Gegenwart Heiteres und Ernstes	Brecht, Kalendergeschichten; Dürrenmatt, Richter und Henker; Keyserling.	Size: 15 Sect: 6 Instr: 4
Aquinas C. Prange	Schulz-Griesbach, Mittelstufe	Weekly, overseas air-m. ed. Die Welt, Fabrizious, Wer zuletzt lacht..... Goes, Unruhige Nacht (Scientific German f. Science Students)	Size: 30 Sect: 2 Instr: 1
Jamestown C. Soos	Flyght, Rev. German	McCluny, Lesen und Hören (2nd Sem.) lab required	Size: 25 Sect: 1 Instr: 1
Purdue U.	Faustus Remarque, Drei Kameraden Beethoven, Heine, Nibel.	lab. req. in 3rd. sem.	Size: 25 Sect: 12 Instr: 8
U. of Detroit Capp	4 cred. hrs. 2 hrs. Rev. Gram.	2 hrs. reader (no lab for 2nd year)	Size: 30 Sect: 5 Instr: 4
U. of Hawaii Moore	Heiteres und Ernstes 1. sem Teufels General 2. " Roessler, Rev. Gram. 1 a. 2 Intermed. Science 3-3 Selected Readings f. Science	3 contact hours 3 labs (20 min.) tapes	

German Applied Linguistics

M. S. Beeler

Part I

There is no question in my mind at all of the vast need for the kind of program which is represented by the Seminar. I speak as a member of the German profession, and I say that in my experience and in my opinion the amount of attention paid in the traditional training of graduate students in this field of German to their professional competence as teachers, of language, of culture, and even of literature is minimal. In my department the emphasis on literature, literary history, and criticism, and what the Germans call "Geistesgeschichte" or history of ideas just about excludes any serious attention being paid to the training of language teachers as language teachers. Part of the reason for this state of affairs may be the dominance in American departments of German of persons born and trained in Germany or other Central European countries, or American scholars who have been trained by such persons. In this connection it is interesting to note that eight of the eleven participants in the German section of our Seminar are either European born or trained, or both, a percentage much higher, I suspect, than is true for the French or Spanish sections.

Many of these eleven people are, it appears, in, or close to, their forties; and some of them are not overly receptive to being asked to rethink their ideas about language and grammar. I should think it wholly desirable, therefore, that in addition to introducing those now in charge of Lower Division language instruction to notions of Audiolingual techniques and their rationale, a serious and intensive program be devel-

oped, either with government or with foundation support, to train as R
many persons along these lines (those who are committed to careers in
college language departments) as have been exposed, at a different
level, to new ideas through the NDEA institutes in the past five or
six years. And as in the case of the NDEA institutes, I think some
attention should be given to the possibility of offering (to persons R
who have completed their Ph.D.'s but have not accepted appointment in
universities) a course of training lasting the whole of an academic
year. This would have the double merit of affording enough time to
give a thorough training in applied linguistics, in methodology, in
practice teaching, in the psychology of language learning, in the foreign
culture and its history, etc.; and of making persons who had
completed such a course much more valuable in the academic market place.
To judge from comments I have heard from my fellow chairmen of German
departments around the country, such persons are in short supply and
in great demand. Six weeks of training is good, and long overdue, and
those who have had it and have profited from it will assuredly be of
much enhanced usefulness to their home departments and their home universities;
but much more is needed. I think that the curriculum in our
Seminar has on the whole been admirably designed and, as far as I can
judge, well taught. What we need is more time and younger and more R
receptive "participants."

Part II

Here there follows an account of the course (I must call it that, rather than a discussion group or a seminar) which I have been giving. The principle I have kept in mind in planning the conduct of these twenty-nine sessions have been the following. I have for the most part lectured informally (without notes), constantly inviting comment and criticism, and just as constantly addressing queries to the group intended to shock them into a realization that the unexamined notions about grammar which they have been using as a basis for their own teaching may not be as sound as they imagine. I have attended Mr. Mueller's demonstration class, and attempted to give the people a theoretical foundation for the procedures there exemplified. I have constantly urged upon these people the necessity of having a good knowledge not only of the structure of German--the target language--but also of that of English, and have spent a good deal of time discussing this latter; notions instilled during secondary education are tenacious. The nature and relevance of contrastive grammar have been constantly emphasized. The usefulness of a familiarity with the linguistic structures of both languages in the constructing of pattern practice drills has not been overlooked. I have introduced a good many technical terms, but I have not insisted upon the necessity of mastering them.

Here, then, follows a detailed breakdown of the allotment of time to the various subjects.

June 25	Opening remarks: The nature of Applied Linguistics and of this course. Some indications of bibliography.
June 26	Some basic ideas about phonetics.
June 29	The phonetics of consonants.
June 30	Phonemics.
July 1	The contrastive phonology of English and German: consonants.
July 2	Special teaching problems: German /l/, /r/, /x/.
July 3	Phonotactics.
July 6	How to describe the phonetics of vowels.
July 7	The vowels of German.

July 8	The vowels of English
July 9	The vowels of English, continued. (Some problems of rhyme in English and German verse were discussed.
July 10	German and English vowels contrasted. (15 or 20 minutes were devoted to a discussion of the relative amount of emphasis which can, or ought to be, placed upon teaching a good pronunciation.)
July 13	Stress in English and German.
July 14	Intonation and juncture in English and German.
July 15	Basic notions of morphological analysis.
July 16	Morphs, allomorphs, and morphemes.
July 17	Some derivational patterns.
July 20	The fit of the writing systems in English and German--Grammatical gender.
July 21	The parts of speech.
July 22	The inflection of nouns, in English and German.
July 23	Noun inflection continued. Discussion of the nature of case systems.
July 24	The notion of "correctness" in language.
July 27	The inflections of pronouns and adjectives. The syntax of the German cases.
July 28	The desirability (or lack thereof) of explicitly teaching grammar as grammar to college students of foreign languages.
July 29	Morphology of the verb, German and English.
July 30	Morphology and syntax of the verb.
Aug. 3	Some notions of generative grammar.
Aug. 4	Transformations and their application to language teaching.
Aug. 5	The history of linguistics in this country in the past generation, and its relevance to language teaching.

Concluding Remarks

Two textbooks were used: (1) W. G. Moulton, The Sounds of English and German. The participants were asked to read all except the last chapter of this excellent work. (2) P. Jorgensen, German Grammar, two vols. The students were asked to read selected parts of this work, which has the advantage of having been written by neither an American nor a German; it is wholly descriptive, and is full of stimulating ideas about German, most of which are refreshing if all are not, in my opinion, wholly sound.

At the beginning of the Seminar I had intended to ask each of the participants to present to the group a brief report on a topic which would then be made the subject of a general discussion. This idea, however, proved to be impracticable after it had been broached to the group, and was not implemented.

The Teaching of German Literature

Robert Browning

The work undertaken by this group followed fairly closely a Topical Outline distributed in advance to the group. Our purpose was to identify problems connected with the announced topic and to seek solutions to them. It was emphasized from the outset that active participation on the part of all members of the group was essential to the success of our undertaking. The attitude of the group leader was not entirely impartial. He took the stand throughout that our first duty to our students is to interest them in the work of literature itself, not in questions of biography, literary or social history, philosophy and so on that may be somehow connected with it. What does the poet say and how does he say it? This should be our central concern and the concern we should try to convey to our students. Other avenues of investigation, though not illegitimate in themselves, are liable to represent avenues of escape from the work itself--a way out rather than a way in.

The First Week. We began with an examination and criticism of the proposed agenda. The participants were asked to make suggestions for emendations and to propose in writing topics that they would particularly like to have discussed. None were submitted. The only suggestion for emendation was that the proposed edition of a text be dropped because of the crowded schedule and the lack of readily available books. This was done.

About 120 pages were assigned in Wellek and Warren, Theory of

Literature, and some thirty pages in W. Kayser, Das sprachliche Kunstwerk, to serve as a basis of discussion for the first meetings. Some members of the group seemed to find these theoretical discussions rather difficult. Perhaps we identified here--without actually intending to--one of the basic problems connected with our topic; namely, the preparation of teachers in the field of literature. Certainly all teachers should have a clear notion of the methodology of literary study. They should be aware of the paths that are open to them.

We were in general agreement, by the way, that the title of our Seminar was rather a misnomer; literature cannot be "taught" because it cannot be "learned." It is an object, not a subject, of study. We therefore christened our Seminar, "Studying German Literature with American Undergraduates."

Critical methods, on the other hand, can to some degree be taught or at least inculcated. It is no doubt part of our task to introduce our students to some of the problems and methods of criticism while studying particular works of literature. Different critical approaches were examined (only cursorily, to be sure) and the group leader put in a plea for the intrinsic approach.

As early as the second day the participants were asked to choose the genre and period in which they would, in the fourth and fifth weeks, model the presentation of a particular work for an undergraduate class. The range extended from the twelfth to the twentieth century and included narrative, drama and lyric.

The discussion of the question why American undergraduates study German literature did not prove very fruitful. Ethnic background seems to be a fairly important factor in some parts of the country;in others, it may be negligible. The fact that the great majority of our majors go on to graduate school* would seem to indicate that a fair percentage of the more interested students in undergraduate courses in German literature are there for at least semi-professional reasons: They intend to become teachers of German. The graduate school angle may influence the orientation of some of our graduate courses in the direction of extensiveness rather than intensiveness (we do not want Professor X to say to our students, "What, you have never heard of so-and-so?") and it almost certainly influences the unrealistically inclusive independent reading lists.

Ways of making courses in German literature more appealing to those who do not intend to specialize in German were discussed. Two participants described efforts made in this direction at Johns Hopkins and Berkeley. In both cases lectures in German were abandoned and the works studied could be read in translation. Obviously, these could hardly be described as courses in *German* literature. It was evident that we had identified an important problem here, but we were a long way from being able to solve it.

The Second Week. The principal topic of discussion was: When should literature first be introduced and how? Discussion was based to a considerable extent on the *Reports of the Working Committees* of the Northeast Language Conference (1961 Reports, pp. 25-31; 33-41. 1963 Reports, pp. 20-60. 1964 Reports, pp. 37-57). Sections of the *Modern*

---

*In 1961, 789 undergraduate German majors; 726 graduate students.
In 1962, 982 undergraduate German majors; 799 graduate students.
In 1963, 1030 undergraduate German majors; 919 graduate students.
(*The German Quarterly*, May, 1964, p. 306) It should be noted that a fair number of graduate students in German come from abroad, usually from Germany itself.

Language Association Conference Newsletter on The Language Laboratory and the Teaching of Literature were also assigned, as well as articles in periodicals, especially R. Shattuck, "The role of literature in foreign language instruction" (The French Review, April, 1958, pp. 113-19).

The key recommendation of the Hadlich Committee (Northeast Conference Reports, 1964, pp. 37-57), that in an "ideal" program undergraduates not be admitted to courses in literature until they have achieved "functional control" of the language, found little favor with our group. In the case of German, which is little taught in secondary schools (at least in comparison with French and Spanish), such a procedure would lead to depopulation of literature courses. To be this idealistic would mean suicide. Since we deal with more mature students, it could also lead to the intellectual and emotional impoverishment of our first and second year offerings. Shattuck's thesis that an adult student needs a sense of emotional commitment as motivation for study and that he can find this through early involvement in the foreign literature seemed to most of us the right approach to the problem. We were therefore of the definite opinion (only one member was opposed) that literary material should be introduced while the student is still striving for functional control of the language rather than waiting until he has achieved it.

Techniques of presenting literature in the first and second year courses were discussed as well as the question of what texts may be introduced at this stage. The possibility of the use of the language laboratory in teaching literature aroused little interest and considerable skepticism.

We discussed the report of the Scherer Committee ("Reading for Meaning," Northeast Conference Reports, 1963, pp. 22-60) in considerable detail. While its thoroughness and originality were admired, it seemed to us that the approach advocated would tend to kill the enjoyment the student (and the teacher as well!) should find in reading, chiefly because the report comes out strongly in favor of "manufactured" and adapted reading material (though it does express the pious hope that "real" authors may interest themselves in the field of texts for language learners). The rationale of adapted texts was discussed and rejected. One such text by an excellent pedagogue was examined. It simply is not true that we have to resort to such procedures. At least two textbooks specifically intended to deal with this problem are already commercially available*. Neither of these contains adapted materials. The Scherer Report, we felt, tends to underestimate the ability and intelligence of the student.

The Third Week. The main topic of discussion was: The third year course as a vehicle for the more systematic study of literature. The participants were assigned I. A. Richards' Practical Criticism to alert them to the difficulties encountered in the interpretation of imaginative literature and one session was spent in the discussion of Richards' findings and their application to our own problems.

Another hour was spent in the analysis of some forty plans, programs and syllabi of introductory courses in literature furnished by German departments throughout the United States. These came from small colleges as well as from large universities. Defined by their approach, they fell largely into four categories:

---

*Ryder and McCormick, Lebendige Literatur, Boston, 1960, and Browning, Freude am Lesen, New York, 1964.

1) The masterworks course--main emphasis on the work itself; little formal attention given to questions of literary history, though usually proceeding chronologically.
2) The genre course--epic (narrative), drama, lyric; such courses seem popular at schools with the quarter system.
3) The historical survey or some modification thereof.
4) The period course (Age of Goethe, Modern German Literature, etc.)

If the programs examined are any reliable indication of general trends, there would seem to be a tendency to drop the "traditional" historical survey (from the earliest documents to the present) and to concentrate on a more thorough study of representative works; if possible, these works would be read in their entirety. The intrinsic approach to literature seems to have found many followers*.

The suggestion put forward in some quarters that the survey course be given "backward" is in limited actual practice, though perhaps not quite in the form envisioned by some of the Northeast Conference theorists. It was pointed out in our discussions that the premise on which such practice is advocated, namely that contemporary works are more readily understandable and have greater student appeal than older works, may be quite flimsy and even false. We enter here the realm of literary sociology and the problem of the relation of author and reading public. (Similar problems obtain in the field of music.) Certainly it is naive to assume that a contemporary author is "easier" simply because he is contemporary. Joyce is not "easier" than Dickens, Valéry than Ronsard, Quasimodo than Ugo Foscolo, Musil than Fontane.

---

*It should be recognized, however, that in the hands of a poor teacher this approach may do more harm than good. Intrinsic interpretation is much more difficult and dangerous than the retailing of extraneous material.

From the standpoint of a humanistic education there may be another drawback to the insistence on contemporaneity. For while there is no "progress" in literature, there is reference. We cannot understand, say, the hospital chapter in Joyce's Ulysses unless we are aware of the development of English prose style; it is quite impossible to get the point of Brecht's rhetoric in Die Heilige Johanna der Schlachtoefe (St. Joan of the Stockyards) without a knowledge of Schiller's dramatic conventions; Thomas Mann's whole work is a web of references to his predecessors, and so on and so on. It would not be difficult to find almost countless examples throughout world literature from Dante to Ezra Pound.

Reasoning such as this forms the underpinning of the historical survey. Yet, given the limitations under which the Germanist, Romanist, or Slavist must teach, the survey course has great disadvantages. It can hardly avoid extreme superficiality (one week for Wallenstein, one week for Faust I). The emphasis will almost inevitably be laid on the commonplaces found in the handbooks, so that the student learns some dates, names, plots, hears of certain "movements" but does not have a chance to become really involved in a great piece of literature. In the eyes of many teachers today this means that he is being cheated of his rights as a language student. After all, why did he take the trouble to study a foreign language? Certainly not that he may recite phonemically acceptable pattern practices or prate dates! For most of our students, literature is the payoff. "And what does Texas have to say to Massachusetts?" asked Thoreau when told that telegraphic communications had been established between New England and the Southwest.

Such considerations led our group to favor an approach to literature in which a relatively limited number of works is studied fairly thoroughly. One participant described what sounded like a very promising course in the introduction to the study of genres which she has instituted at her university. Here the emphasis is on what questions should be asked and what procedures may be fruitful in studying the chief genres, examples of which are, of course, studied concurrently. It does indeed seem evident that one of the crying needs of our students in beginning the study of literature is training in the methods of elementary criticism. This should go beyond a mere introduction to the nomenclature, though this is of course a first step. But before we can train our students we must be trained ourselves. During the course of the Seminar it became increasingly apparent that teachers themselves may not always be able to use the tools of their trade. To remedy this situation we will need more than six weeks of a crowded summer schedule.

Due to lack of available books*, we were not able to undertake a more extensive examination of literary texts edited for class use; only a few could be examined and reported on. The need for new editions of certain standard works became evident. This is especially true of the older literature. Participants stated that the price of American textbooks often makes them use those edited abroad, even though these may not contain the kind of aids our students need. A number of the best and most reasonably priced German literary texts are published in Great Britain and edited by British scholars, even the most distinguished of whom do not consider textbook editing beneath their professional dignity.

---

*Though requested in mid-April, these books never appeared on our reserve shelf.

The Fourth and Fifth Weeks. The fourth and fifth weeks were given over to practical demonstrations of classroom procedures in the teaching of the various genres. Each demonstration was followed by a question period and a critique. Cooperation was excellent and the discussions lively. The participants prepared their assignments carefully, some of them in a really exemplary fashion. Throughout the demonstrations we tried to keep the following points in mind:

--the best approach to the various genres,

--the identification and explanation of any difficulties that might stand in the way of making out the plain sense,

--the explanation of critical terminology,

--the preparation of question sheets to guide student reading and comprehension,

--how far to carry the analysis of a piece of literature when dealing with undergraduates (most were agreed that there need be no limit),

--relation of Gehalt and Gestalt, i.e., how does the How express the What?--questions of tone and intention,

--clarity of presentation, level of language, use of German.*

There were perhaps two things above all that became clear to us during these practical exercises:

1) that even a seemingly simple and very familiar piece of imaginative literature (e.g. Heine's "Die Grenadiere") may, when examined closely, be found to contain interpretive problems of a quite complicated nature, and

2) that any piece of literature that is worth reading is worth reading closely; that the prime enemy of literary appreciation is superficiality.

Naturally these insights are not new, but by placing ourselves in the position of our students, we were able to become more keenly aware of them than we had been before. What practical application should we make of this rediscovery? The implication would seem to be that we should assign less and demand more. We should not necessarily try to cover "the whole book", but what we cover we should cover thoroughly. I.A. Richards, in his Practical Criticism, wonders if even four short poems a week are not more than one can absorb and make up one's mind about, and he is thinking of poems in English assigned to Cambridge undergraduates specializing in English literature!

---

*Almost all the participants said they used German in their literature courses, but not all demanded that their students answer in German.

The Last Week (three meetings). We had originally intended to use these last meetings to discuss "ideal" syllabi for a first course in German literature; but due to the crowded schedule, the unavailability of texts and reference works, and the strain such an undertaking would have imposed on the secretarial facilities for each participant to have his plan mimeographed, the idea was dropped. Instead, we devoted our last meetings to a critique of the Seminar itself and its possible practical effect on our own teaching, and to a discussion of the role that the official publication of the AATG, The German Quarterly, should and can play in influencing the teaching of German in the United States*.

General Critique of the Seminar. My own attitude toward this undertaking has changed from one of profound misgiving to mild enthusiasm. The level, I think, has been quite high, the attitude of the participants (at least in German) cooperative and dedicated. I found only a couple who made little attempt to contribute to the discussions, and their reticence may have been due more to native temperament than to indifference.

---

*The group leader is the present editor of the German Quarterly. He could not resist the chance to sound out colleagues thoroughly committed to teaching on this important question.

One of the serious deficiencies I discovered in our participants was a general ignorance of the theory of literature (poetics, we used to call it), the methods and schools of criticism; and my principal suggestion for the improvement of future Seminars concerns this. I would suggest that a course (not a discussion group) dealing in a systematic fashion with this subject, and not divided by language, be made a feature of the future Seminars for College Teachers. Such a course would explain and exemplify the various approaches to literature. Participants might be asked to present short reports on various topics, but I think the presentation should be mainly in the form of lectures (about ten should suffice). R

In our post-mortem session on the Seminar, the German participants made or approved the following suggestions, which may be of value in planning future undertakings of this kind. I submit them for whatever they are worth.

Recommendations

1. A demonstration class in an introductory course in literature to be given two or three times a week. Failing this, a chance to sit in on a literature class at the host institution. There was unanimous agreement that this would be valuable. R
2. A series of lectures (perhaps ten) on critical approaches to literature, together with something on recent trends in scholarship. These lectures should be for the whole group. (See above) R
3. The group leader should, if at all possible, inform the participants well in advance of what reading he will expect of of them, so that they may come prepared, at least to some degree, and so that they can provide themselves with books R

in advance. The text situation here was very troublesome.

4. The group leader might well ask the participants to bring with them an annotated bibliography of interpretive material that they have found particularly useful in their own teaching. The group as a whole might then prepare a combined bibliography of such material for distribution to the group (and to others who might be interested). R

5. Our group agreed that it would have liked to spend more time in the examination of texts edited for classroom use. I would like to warn future group leaders that they will probably have to see that such materials are provided themselves. Ours never appeared on the shelves. R

READING LIST

Pantam Dual Language Books Series:

Goethe, Werther, ed. Steinhauer N2482
Goethe, Faust I, ed. Salm N2497
German Stories, ed. Steinhauer S2188

Barron's Educational Series: 343 Great Neck Rd, Great Neck, New York.

Hughes, *Eichendorf: Taugenichts*
Prawer, *Heine: Buch der Lieder*
Farrel, *Morike: Mozart*
Rowley, *Keller: Kleider machen L.*

Bithell, Jethro. *Germany: A Companion to German Studies*. London: Methuen, 5th edition 1959.

Blackwell's German Texts Series. General Editor, James Boyd:

3 or 4 volumes from this series, such as:
Schiller, *Die Räuber/Kabale und Liebe*.
Herder, *Journal meiner Reise*.
Goethe, *Tasso*.
Wackenroder and Tieck, *Herzensergiessungen*.

Brée, Germaine. "The Double Responsibility of the Foreign Language Teacher". *PMLA*, May 1963, pp. 6-10.

Browning, R. M. *Freude am Lesen*. Appleton-Century-Crofts, 1964.

Browning, R. M. *German Poetry: A Critical Anthology*. Appleton-Century-Crofts, 1962.

Burkhard, Werner. *Schriftwerke deutscher Sprache*. 2 vols.

Cherpack, Clifton. "The Teaching of French Literature as Such". *The French Review*, Jan. 1963, 301-06.

Closs and Williams. *The Heath Anthology of German Poetry*. D. C. Heath and Co., 1954.

Dufner and Hubbs. *German Essays*. 4 vols., Macmillan, 1964.

Echtermeyer - von Wiese (eds.) *Das deutsche Gedicht*. Bagel: Dusseldorf.

Fairly, Barker (eds.) *Goethe: Selected Poems*, Rinehart: New York.

Feise, E. and H. Steinhauer. *German Literature Since Goethe*. 2 vols., Houghton Mifflin Co., 1958-59.

Fleissner and Fleissner. *Der junge Goethe*. Houghton Mifflin Co., 1963.

Friedrich, Werner P. with Oskar Seidlin and Phillip A. Shelley. *History of German Literature*. 2nd ed., Barnes and Noble: New York, 1961.

Geary and Schumann, Einführung in die deut. Literatur. Holt, Rinehart and Winston, 1964.

Grossman, Bernhard. "'Vorfrühling'. Betrachtung-iner Reihe themengleicher Gedichte (...)", Wirkendes Wort, 9. Jg. Heft 6, Nov./Dez. 1959, 349-61.

Series: Grundlagen und Gedanken zum Verständnis klassischer Dramen.
Frankf. am M.: Verlag Moritz Diesterweg
3 or 4 vols. from this series, e.g.,
Don Carlos, Maria Stuart, Iphigenie.

Hall, Robert A., Jr. "Literature, Life and Language". Mod. Lang. Journal, March 1961, 121-26.

Hamburger and Middleton (eds. and trans.) Modern German Poetry. Grove Press, 1964.

Hock, Erich. Motivgleiche Gedichte. Neuausgabe. 2 Bd. e (Bd. 1: Texts; Bd. 2: Lehrerband/mit Kommentar/) 4.te Aufl., 1960. Bayerische Verlagsanstalt: Bamberg and Wiebaden. (Bamberg/ Lange Strasse 22-24) Bd. 1, 96 pp; Bd. 2, 94 pp.

"INTEGRAL EDITIONS". Box 308, Cambridge 39, Mass.
One or two volumes from this series, e.g. Anouilh, Antigone (1959) and a volume of poetry.

Kayser, Wolfgang. Kleine deutsche Verschule. 2. Aufl. Francke: Bern (1946) (= Sammlung Dalp Bd. 21).

Kayser, Wolfgang. Das sprachliche Kustwerk. 3. Aufl. Francke: Bern 1954 (there is probably a later ed., but which ed. is not essential).

Keating, L. Clark. "How to Teach Literature", Mod. Lang. Jour. Jan. 1961, 13-16.

Killy, Walther (ed.) Zeichen der Zeit. Ein deutsches Lesebuch. 4 vols. Fischer Bücherei.

Klempt, Heinrich. "Ausverkauf der 'Menschlichkeit'--vergleichende Interpretation zweier Texte für die Oberstufe". Wirkendas Wort. 9. Jg., Heft 6, Nov./Dez. 1959,361-66.

Klose, Werner. Das Hörspiel im Unterricht. Verlag des Hans-Bredow-Instituts an der Universität Hamburg 1958.

Knight, Roy C. "The Approach to the Study of Foreign Literature". Modern Languages, March 1962, 21-28.

Lehmann, Rehder, Beyer. Spectrum. "Modern German Thought in Science, Literature, Philosophy and Art." Holt, Rinehart, Winston 1964.

Littman, Arnold. *Die deutschen Sprechplatten. Eine kritische Bibliographie.* Max Heuber: München 1963.

Lübbering, Anton. "Goethes *Hermann und Dorothea* im heutigen Deutschunterricht". *Wirkendes Wort.* 11 Jg. 4. Heft, 219-26.

MacAllister, Archibald T. "The Preparation of College Teachers of Modern Foreign Languages". *PMLA*, May 1964, 1-15.

Martini, Fritz. *Deutsche Literaturgeschichte von den Anfänger bis zur Gegenwart.* Kröners Taschenausgabe Bd. 196 (10. Aufl. 1960).

MLA Cooperative Classroom Tests (German)
MLA Foreign Lang. Proficiency Tests for Teachers and Advanced Students (German); (Educ. Testing Service, Princeton, N. J.)

Moritz, Karl. "Schulung des literarischen Qualitätsgefühls". *Wirkendes Wort*, 12 Jg. Marz/April 1962, 106-18.

Mustard, Helen and Charles Passage (trans.) *Wolfram von Eschenbach, Parzival.* Vintage Books.

Nelson, Robert J. "The Relation of Language to Literature in the Advanced Placement Program". *The French Rev.*, March 1963, 617-28.

Northeast Language Conference: Reports of the Working Committees
1955, pp.8-29
1956, pp.89-105
1961, pp.25-31; 33-41
1963, pp.23-60; 63-81
1964, pp.37-57

Nostrand, Howard Lee. "Literature, Area Study and Hispanic Culture". *Hispania*, Sept, 1961, 465-72; *Tenth Yearbook of General and Comparative Literature*, 1961.

Owen, Gifford P. "Housecleaning in the Literature Department". *Mod. Lang. Journal*, Oct. 1961, 239-43. (Contrast article by Nelson, *Fr. Rev.*, May 1963.)

Rechtschaffen and Homberger. *Literature für den Deutschunterricht.* Erste Stufe. American Book Co. 1964.

Reinhard, Kurt R. *Germany: 2000 Years.* Frederick Ungar: New York, 1961. 2 vols.

Robertson, J. G. *A History of German Literature.* 3rd ed. rev. and enlarged by Purdie, Lucas and Walshe, Blackwood and Sons: Edinb. and London 1959.

Rowohlts Monographien in Selbstzeugnissen und Bilddokumenten, Hamburg.
5 or 6 typical examples from this series should be available for ready reference.

Ryder and McCormick. Lebendige Literatur. Houghton Mifflin Co., 1960.

Sammlung Metzler. Several vols. of this series, especially those in:
Literaturwiss. and Geisteswiss.
Literaturgesch.
Poetik should be on reserve

Sander, Volkmar. (ed.) Bertolt Brecht, Mutter Courage. Oxford U. Press, 1964.

Scherer, Michael. (ed.) Goethe: Gedichte, ausgew. u. erläutert von M. Scherer. Kösel Verlag: München, 1956.

Schoolfield, George. The German Lyric of the Baroque in English Translation. University of North Carolina Press, 1961.

Seidler, Herbert. Die Dichtung: Wesen, Form, Dasein. Kröners Taschenausgabe Bd. 283, 1959.

Shattuck, Robert. "The Role of Literature in Foreign Language Instruction". The French Review, April 1958, 420-26.

Silz, Walter. "The Scholar, the Critic and the Teacher of Literature". The German Quarterly, March 1964, 113-19.

Steinhauer, Harry. Deutsche Kultur: Ein Lesebuch. 2nd ed. of Oxford U. Press 1962.

Thorp, James E. (ed.) "The Aims and Methods of Scholarship in Modern Languages and Literature". MLA, 1963.

Ulshöfer, Robert (ed.) Poetik der Gegenwart. Der Deutschunterricht. Heft 2, 1952.

Weber, Albrecht (ed.) Georg Trakl, Gedichte, ausgew. u. interpretiert von A. W. Kösel Verlag: München.

Wellek and Warren. Theory of Literature. Harvest Books 22.

Weyl, Shalom. Stimmen von Heute. Harcourt, Brace and World, 1964.

Zeydel, Edwin H. (trans.) Poems of Walther von der Vogelweide. Thrift Press, Ithaca, N.Y., 1952.

Zeydel, Edwin H. The Teaching of German in the U.S. (....). Reports of Surveys and Studies in the Teaching of Modern Foreign Languages. MLA 1959-61. pp. 285-308.

Zimmermann, Werner. Deutsche Prosadichtungen der Gegenwart: Interpretationen für Lehrende und Lernende. Teil I. Schwann: Düsseldorf, 300 pp.

Zimmermann, Werner. *Literaturgeschichte und Interpretation im Deutschunterricht des Gymnasiums*. Schwann: Düsseldorf, 1963. 39 pp. (= Beihefte zur Zeitschrift *Wirkendes Wort* 6).

Zimmermann, Werner. "Die Wahrheit der Dichtung im Deutschunterricht". *Wirkendes Wort*. 3. Sonderhaft, Aug. 1961, 131-43.

Zitzmann, Rudolf. "Uber die vergleichende Interpretation lyrischer Gedichte". *Wirkendes Wort*, 10. Jg. 6. Heft, Dez. 1960, 355-62.

Modern Language Association Conference Newsletter, *The Language Laboratory and the Teaching of Literature*. Vol. I, no. 1; Vol. II, no.s 1 and 2; Vol. III, no. 1.

Spanish Methods

Guillermo del Olmo

There can be no doubt that for better or for worse the Methods Course constitutes the most sensitive area of a college seminar. Because of its very nature it has to draw support from all the other areas of instruction, and it often has to deal with subject matter from these same areas. It is therefore essential that it be fully coordinated with the other course offerings.

Demonstration Class. This activity constitutes an essential part of the program. Without it there can be no fruitful discussion of methods. Furthermore, it is only right that if we want to criticize traditional teaching, we put ourselves on the spot by showing what can be accomplished by the methods we propound. A well-taught course is always more effective than any amount of lecturing or discussion. Of course, the ideal combination is observation of an audio-lingual course followed immediately by the seminar on methods. Our program this year provided exactly this.

This summer I tried to do my best with the kind of student that volunteered for the course, and the demonstration class certainly served its purpose. We started with about twenty students, but the group was soon reduced to a hard core of twelve who were really determined to learn. However, the teaching of adults who are not taking the course for credit does lessen the effectiveness of audio-lingual teaching. The Spanish participants fully understood this, but I wish that I could have offered them more positive evidence of what can be accomplished by using audio-lingual techniques under normal conditions and with regular college students. The average age of my class was about forty with a range that went from sixteen to sixty.

The first eight lessons of a textbook written by me in collaboration with William D. Ilgen and Sidney J. Muirden were used as the main textbook for this class. The textbook had been used at Yale between 1960 and 1964 in a preliminary mimeographed edition. All the lessons were recorded on tape, and the students were expected to work in the laboratory a minimum of one hour per hour of class. (Quite a few of the students were unable to carry out this assignment regularly.) Bowen and Stockwell's Patterns of Spanish Pronunciation was the other required textbook. Tapes for this book were also provided, and the drills were practiced both in the classroom and in the laboratory.

It took me longer than I expected to cover each lesson, and rather than demoralize the class (they were having a very hard time) I scheduled several "review" classes before going to the next lesson. About one third of the available class time went into these "reviews," but by paying this price I kept alive the motivation of the class. It was obvious to the participants that the students were doing the best that their ability allowed, and it was equally obvious that they were learning Spanish in spite of their handicaps.

In my opinion, it is essential that a regular college-age group of R
beginners be obtained for the demonstration class of any future seminars.
These students must take the course for credit, and they must be subjected to all the examinations that are part of a regular course. The
size of the class must be limited to about eighteen (two or three drop- R
outs may be expected in the course of the first few days). A realis-
tic goal for such a group would be to accomplish the work of a semester R
of audio-lingual college teaching; that is to say, to have sixty-five

contact hours plus sixty-five or more hours of laboratory work. For a six-week session this means a minimum of two hours of class per day (including Saturdays) plus two hours of laboratory.

The administration of the institution providing the students would be justified in asking for a way to give continuity to the training of the undergraduates enrolled in such a course. The solution to this problem consists in having the demonstration teacher present in advance R a two-year plan of study that has already been tried (such as the one that was taught at Yale until 1964), so that the students would not suffer in their studies and would be ready for any third-year language-literature course that is offered in the host institution. In order to implement this plan effectively, the demonstration teacher would R work from the very first with the instructor from the host institution who would be in charge of the students once the seminar ended. It would be the responsibility of this instructor to see the students through the proposed and tried out two-year sequence. If the host institution has a twelve-week summer session, the students should do their second-semester work during the second half of the summer session; otherwise, they would start their second semester in September.

I consider this matter important enough to be given very serious consideration by the administration of any institution that wants to sponsor a summer seminar for college teachers, and I have no doubt that in spite of the audio-lingual nature of the course (or rather because of it), the students would, at the end of four semesters, be ready to do any work (and more and better work too) that is expected of a student after two years of traditional work in college.

The question of practice teaching by the participants should receive

careful consideration. There is no doubt that the participants can gain R
a lot by trying out some of the new techniques that are being demonstrated.
On the other hand, participants should not be forced to do practice teaching, for then they will resent it. This year I suggested it to the Span- R
ish participants, but since the consensus was that it would be "bad for
the students," I dropped the matter after stating that I would welcome
any volunteers. Nobody volunteered.

The participants' daily attendance at the demonstration class should R
be required. Very fruitful discussions are derived from this daily observation. All the Spanish participants attended the demonstration classes Monday through Friday (one even showed up on a Saturday), and I never ran out of topics for discussion that were derived from what went on in the demonstration class.

Content of the Course on Methods and Techniques. The material covered was practically the same contained in the "Course Outline" I prepared last spring. Since I added some material to the first section, I give below a modified version of the first part of the outline. The other changes that were introduced were minor. At the beginning of the seminar, I gave the participants mimeographed copies of the "Course Outline" and asked for suggestions. With the exception of the items listed under XI and XII, I received no suggestions for improvement.

Of course I was not able to cover the material listed below in the order it appears. I often found that the class discussion would take me into subject matter that was not my immediate goal. Rather than postpone the discussion for another day, I usually went into the subject while the participants were interested in it. Not all items listed were discussed with the same degree of thoroughness because of lack of time.

Some of the topics that were covered in the lecture series were postponed until the lectures had taken place. This was done for the sake of efficiency. Often I found myself coming back to certain topics that had been discussed but that seemed to be in need of further commentary and analysis.

Approach and Method of Presentation. The demonstration class was conducted on the assumption that it would constitute a sort of working hypothesis to be criticized and improved upon. I made clear to the participants from the very beginning that my attitude would be: "This is the best I can do given the goals that we have discussed. If you can do it better or faster, I expect you to let me know in the discussion." Although nobody came up with a more efficient method of presenting the material, what had happened in the demonstration class constituted every morning the starting point of the discussion. The demonstration class proved most fruitful in this respect, and many important matters or fine points of technique were brought up either by the participants or by me. In each case they were fully discussed and analyzed both in isolation and within the wider perspective of language teaching in college.

Throughout the session I had recourse to a combination of discussion and informal lecturing on selected topics that I would present after the commentaries on the demonstration class. I always encouraged the participants to interrupt me with any kind of question that came to their minds. This system worked out well. A relaxed and informal atmosphere prevailed in all meetings.

Throughout the course I went out of my way to avoid theoretical speculation, and I always supported my assertions and claims with material that I have collected from the courses I have taught during the last eleven years. I always made concrete references to specific textbooks. The textbooks and courses of study used by the participants were severely criticized. I made the point that it was impossible to attain desirable goals by using the wrong type of textbooks and by working under the conditions existing in certain colleges and universities.

Policy Statement. Early in the course, it became obvious to me that no consensus existed among the participants regarding concrete goals in foreign language teaching, their attainability, and the amount of time required to implement an efficient audio-lingual program. All these matters are intimately connected with the nature and content of available textbooks, as well as with the availability and proper use of language laboratories. After discussing the topic from several angles, the participants and I agreed that it would be a service to our colleagues in the field of Spanish to publish the results of our deliberations in the form of a policy statement concerning these matters. (We do not take for granted that our statement will necessarily apply to other languages, since the nature and structure of each individual language has to be taken into consideration.) I took charge of writing the statement, and during the course of the session I submitted to the participants two drafts in outline form. Unfortunately, the session ended without our having completed the job. It was agreed that once the statement was completed, it would be sent to all twelve participants in the hope of being able to publish it in the professional journals with their full endorsement and after making any corrections that the group would deem necessary. It is our hope that enough of a consensus on basic issues will be achieved to make the publication of the statement significant and worthwhile.

Course Outline

I. Fundamentals

- A. Recent history of foreign language teaching

- B. Basic textbooks: 1. Nelson Brooks, *Language and Language Learning*.

  2. Robert Lado, *Language Teaching*.

- C. Language teaching at the college level: Aims and methods

- D. The role of English and the nature of translation

- E. Time available and time required for proper instruction

- F. The elementary level: The first weeks of the beginning course (observation and discussion)

  1. The student, the class, and the teacher
  2. The textbook: Dialogues and other basic material, pattern drills, recombination material
  3. Classroom and laboratory: Procedures for implementation of textbook
  4. The teaching of phonology:
     a) Amount to be covered, method of presentation, respelling
     b) Bowen and Stockwell's *Patterns of Spanish Pronunciation*
  5. Assimilation of basic morphology (inflectional morphemes)
  6. Assimilation of some syntactical patterns. Nature and use of the variation drill.
  7. The directed dialogue
  8. Testing and evaluation

II. The elementary level: The beginning course after the first weeks

- A. Presentation of structure

  1. Phonology:
     a) Total mastery of segmental and suprasegmental phonemes
     b) Allophones: Total mastery and analyses of the most important variants: (b) and (ƀ), (d) and (đ), (g) and (ǥ), (s) and (z).
     c) Interference from English
  2. Assimilation of most of the morphology (inflectional morphemes)
  3. Assimilation of the basic syntax
  4. Basic vocabulary

- B. Overlearning, automatic responses, habit formation

- C. Further consideration of the theory and practice of the pattern drill

- D. Beyond memorized dialogues and pattern drills in oral work

E. Reading

1. What constitutes "reading" at this level
2. Reading recognition
3. Reading of recombined material:
    a) Memorized dialogues
    b) Question, answers, rejoinders
    c) Perfect assimilation of spelling and other orthographic conventions

F. Testing and evaluation

1. Oral tests and evaluation of oral work
2. Written tests: their role and nature
3. Final term examinations: a) Oral
    b) Written

G. Ability grouping

H. Available teaching materials: Evaluation and production

III. The Elementary and intermediate levels: The second year of Language Study

A. The beginning course:

1. The first year
2. The second year
3. The true nature of "review" vs. the "review-grammar" approach
4. The student

B. Oral work at this level

C. Basic material and drills

D. Reinforcement of phonology

1. Special problems at this level
2. Expediency vs. correction

E. Morphology: Completion of inflectional morphemes

F. Completion of all essential syntax

G. Vocabulary

1. Presentation and assimilation of active vocabulary
2. Presentation and assimilation of passive vocabulary
3. Cognates
4. Idioms
5. Lexical contrasts

H. Reading

1. Basic material and new vocabulary

2. Recombined material and new vocabulary
3. The anthropological concept of culture
4. Introduction of literature
    a) Plays: En la Ardiente Oscuridad
       La Dama del Alba
    b) Short stories: C. Nalé Roxlo
    c) Poetry: 36 Spanish Poems, Neruda
5. History and civilization: D. Marín, La Civilización española

I. Writing

1. Writing as reinforcement of reading
2. Writing drills
3. Composition of paragraphs

J. Testing and evaluation

K. Teaching materials: Evaluation, production, adaptation of reading matter, writing materials

IV. The intermediate and advanced levels: The third year of language study

A. The student, the class, the laboratory

B. Oral work

C. Vocabulary expansion

D. Morphology: Derivational morphemes

E. Special syntactical patterns

F. Language analysis

G. Reading: Intensive and extensive

H. Writing

1. Writing drills
2. Reinforcement of reading
3. Composition

I. The transition to literature

1. Drama (contemporary and Golden Age)
2. Prose: Unamuno, short stories, anticipation of certain classics
3. Poetry (modern and classic)
4. The anthropological concept of culture and literature

J. Testing and evaluation

V. The intermediate and advanced levels for students with two or three years of secondary school Spanish

   A. The students

   B. The course and its remedial nature

VI. From the advanced level on: The fourth year of language study and beyond

   A. The student with three years of college language study (or the equivalent.)

   B. The student with three years of language study and one literature course

   C. Advanced language study for the major

VII. College courses for advanced level freshmen

   A. Students with four years of Spanish

   B. Students with FLES Spanish and four years in secondary school

   C. Students with advanced placement

VIII. The language laboratory

IX. Programmed learning

X. Placement tests

   A. Their nature

   B. Their development

XI. Secondary school teaching and materials

XII. Foreign languages in the elementary school (FLES)

Bibliography

A. Required Textbooks

Bowen, Donald J. and Robert P. Stockwell. Patterns of Spanish Pronunciation: A Drillbook, The University of Chicago Press, 1960.

Brooks, Nelson. *Language and Language Learning:* Theory and Practice (revised), Harcourt, Brace and World.

Hayes, Alfred S. *Language Laboratory Facilities: Technical Guide for the Selection, Purchase, Use, and Maintenance,* U.S. Department of Health, Education and Welfare, Office of Education, Bulletin 1963.

Lado, Robert. *Language Teaching: A Scientific Approach,* McGraw-Hill, Inc., New York, 1964.

__________. *Linguistics Across Culture,* University of Michigan Press.

__________. *Language Testing: The Construction and Use of Foreign Language Tests,* Longmans, Green and Co., Ltd., London, 1961.

Politzer, Robert L. and Charles N. Staubach. *Teaching Spanish: A Linguistic Orientation,* Ginn and Company, Boston, 1961.

Stack, Edward M. *The Language Laboratory and Modern Language Teaching,* Oxford University Press, New York, 1960.

Walsh, Donald D. *What's What: A List of Useful Terms for the Teacher of Modern Languages,* The Modern Language Association, New York, 1963.

B. Optional Material

Standard textbooks from all publishers.

Foreign Service Institute--Basic Spanish.

Northeast Conference, Reports of the Working Committees.

A Phrase and Sentence Dictionary of Spoken Spanish. Dover Publications Inc., New York, 1958.

Thirty-six Spanish Poems. Houghton Mifflin Co., Boston.

1 set MLA Cooperative Foreign Language Tests (Spanish).

1 set MLA Foreign Language Proficiency Tests for Teachers and Advanced Students (Spanish).

Batchelor, Malcolm C. *Cuentos de acá y de allá.* Houghton Mifflin Co., Boston.

Casona, Alejandro. *La Dama del Alba.* Charles Scribner's Sons, New York, 1947.

Calderón de la Barca, P. *La vida es sueño.* Charles Scribner's Sons, New York, 1961.

Buero Vallejo, Antonio. *En la ardiente oscuridad*. Charles Scribner's Sons, New York, 1954.

Marín, Diego. *La civilización espanola*. Holt, New York, 1961.

Nalé Roxlo, Conrado. *Cuentos y poesías*. Appleton-Century-Crofts, Inc., New York, 1954.

Unamumo, Miguel de. *Dos novelas cortas*. Ginn and Company, Boston, 1961.

A-L M: *Spanish*, Levels I, II, III.

Williams, Edwin B. *Diccionario del idioma espanol*. Pocket Books Inc., New York.

Applied Spanish Linguistics

Roger L. Hadlich

I. General.

The most outstanding characteristic of the participants of the Spanish seminar was an exceptionally high general competence, motivation and spirit of cooperation. This feature was an untold advantage to my effectiveness and to that of the participants themselves. A second feature of the group, however, made the conduct of the linguistics classes especially difficult: the unique distribution (almost from pole to pole) of their sophistication in modern linguistic analysis. The motivation and competence of the participants, as well as their full experience in the profession, would have made the presentation of a "standard" course in applied linguistics at least unfair, since, depending on the level chosen, it would almost certainly have been boring for some and too difficult for others.

In order to chart a course which might prove to be a valuable experience to all participants I chose "perspective" as a theme which could run through the whole term and which could, I hoped, be applied to each of the several situations of the participants. My goal was to focus attention on those aspects of linguistics which might (or might not) apply to foreign language learning, and to ensure that linguistics was seen in proper perspective to teaching, thereby combating the sloganism, misconception, and overemphasis that is common among foreign language teachers (and indeed not infrequently among linguists themselves!) Naturally, the development of this theme had to be accomplished within the framework of the necessary parts of the course itself; general linguistic theory, applied linguistics, and the structure of Spanish. However, each of these areas was treated first by questioning the assumptions which are fundamental to it, and then questioning the possibility of generalization to the classroom situation.

The outline that follows here is, I think, a fair summary of the course. Note, however, that at certain points in the course, several outline sections were introduced out of order, reflecting an attempt to coordinate with the methods course.

II. Course Outline.

A. Applied Linguistics.

1. The relative position of linguistics in the general field of language study.

   Scientific vs. philosophical, esthetic, etc.
   Structural vs. non-structural
   Synchronic vs. diachronic
   Linguistic schools and their adherents

2. The relative position of applied linguistics in this area.

   Many activities that linguists engage in are not linguistic.
   Linguistics is applied in many ways other than FL teaching.

3. Some basic assumptions of applied linguistics.

   Language is primarily spoken, secondarily written.
   Language is systematic.
   Language is communicative.
   Native language systems tend to transfer to second language.

4. Mis-applied linguistics.

   Some false interpretations of those assumptions.
   (i.e., Language is spoken, but not everything spoken is language.)

5. An attempt to establish some postulates for language learning.

6. Discussion and definition, on the basis of these postulates, of:

    Learning
    Teaching
    Behavior
    Conditioning
    Habit
    Communication
    Bilingualism
    Contrastive analysis
    "Models" for language learning
    Gradual approximation vs. initial perfection

7. The illustration of applied linguistic considerations in the development of one specific Spanish course: Wolfe-Hadlich-Inman, A Structural Course in Spanish.

    Course format (features)
    Basic considerations
    Course Outline
    Criteria for selection of structures and order of presentation
    Descriptive neatness vs. frequency of occurrence vs. pedagogical simplicity.

B. General Linguistic Theory.

1. Meanings of the word "grammar".

    An (analytic) activity
    A description of a language
    The structure of the language itself

2. Descriptive vs. generative grammar.

3. Immediate constituent analysis.

4. Transformational analysis.

5. Saporta's Phonological Grammar of Spanish.

6. Tagmemic analysis.

    emic/etic
    hierarchical structure
    co-occurrence relations
    slot/class correlations

7. The interrelation of Phonological, Morphological and higher-level structures.

C. Spanish Linguistics.

1. Phonology.
    Acoustic vs. Articulatory phonetics
    Segmentation (contrast, positional and free variants, etc.)
    Segmental phonemes of Spanish

- Suprasegmentals
- Sound descriptions
- The major allophones
- Discrimination, production, internalization
- Specific problems of Spanish pronunciation for the speakers of English.

2. Morphology.

   - Definitions: Morpheme, allomorphs, etc.
   - Morpheme alternants
   - Free vs. bound
   - Derivation vs. inflection
   - Lexicon
   - Spanish noun, adjective and verb morphology
   - Learning by pattern drill
   - Teaching vs. testing drills

3. A tagmemic description of Spanish syntax.

   - Basic sentence types
   - Sentence-level tagmemes
   - Phrase-level tagmemes
   - Consideration of other levels
   - Sentence-level fillers
   - Phrase-level fillers
   - Cross-reference
     - dependent infinitive clauses
     - dependent gerundive clauses
     - dependent obligatory subjunctive clauses
     - lexical cross-reference of fillers
   - Lower level slots and fillers (The relation of morphology and phonology to syntax)
   - The relation between the syntactic description and teaching materials and methodology.

III. Evaluation.

I was able to convince only two of the participants to offer reports for general discussion. The reports by these participants were received enthusiastically as a change from me and discussed animatedly. I think I could then have prevailed upon other participants to offer reports, but the already full program for the six weeks' seminar inhibited me from being more insistent. More reports would probably have improved the course, but it would be a great mistake, I think, to insist that all give reports.

It would have been possible and probably desirable to present a larger variety of specific instances of application of linguistics to the teaching situation, though at the expense of what, I am not certain. It is debatable how much the writing of exercises and designing of specific lessons is profitable to people at the relatively high administrative level of our participants. Evaluative practice would be more desirable, perhaps.

By the same token, more time could have been spent on better description of certain elements of the structure of Spanish.

My intention during the Seminar, of course, has been to place the amount of emphasis on each of the areas of the subject matter which best seems to fit the particular make-up of the Spanish group. Probably the best reflection of the effectiveness of the relative amount of time spent on each area will be in the opinion of the participants themselves.

The Teaching of Spanish Literature

Miguel Enguídanos

A. Initial Proposals and Program

Upon taking charge of this Section of the Seminar in January, I thought that what I was being asked was to give a series of lectures on the problems of modern literary criticism as applied to the teaching of Spanish literature at the university. As a result the first outline which I presented comprised thirty lectures, all to be given by me but each open to a general discussion by the participants. Subsequent correspondence with Mr. MacAllister, however, made me realize that the general character of the Seminar necessitated a reworking of my program, oriented more toward practical considerations of teaching Spanish literature in American universities than toward an introduction to the theoretic questions of contemporary literary criticism, and permitting at the same time the constant and active participation of all the group.

I set about, therefore, to suggest a working plan which would take into account the following premises: 1) that all of the participants were going to be colleagues in the profession, with preparation and experience similar and perhaps even superior to my own (each with the responsibility of directing or coordinating programs of study in his own institution); 2) that their primary interest would be focused on the transition from the teaching of languages to the teaching of literature, that is, on the student's initial steps in his study of Hispanic literature; 3) that the teaching of literature at the introductory level should be revised (methods, texts, including even "attitudes") taking into account at the same time both the progress attained in the teaching of Spanish due to the new oral method and the modern orientation of literary studies toward more vitalistic criteria of value. Without scorning the accomplishments of Hispanists of a positivistic orientation, I thought it would be well to point out to the participants how literary studies at the advanced graduate and postdoctoral levels show that there is an increasing interest in aesthetic-literary phenomena considered as cultural realities charged with dynamic meaning, and how in a parallel way the development of new methods in the teaching of Spanish at the elementary level in the university has made possible with ever-growing efficacy that the student have ready access to that incomparable instrument of communication which is the spoken language. This does not strike me as mere coincidence, and so I incorporated into my program the new revitalizing current as the principal inspiration for the contemplation and discussion of the Seminar.

With this in mind I drew up the following working outline.

A. Topical Outline

First Week

Introduction to Theory (4 lectures by M. Enguídanos and one discussion by all the participants).

1. "What is literature and what does it do to us"? (Literature as an object of study; literature as an experience: what does it do to us; literature in the context of culture; is the study of literature an art or a science?)

2. "Language and Literature" (the boundaries and relationship between the language of praxis and the language of poiesis; practical problems: how and when to relate the teaching of literature to that of language? what type and what level of linguistic preparation to be required in an introduction to literature? can one talk about oral literature as well as written literature?)

3. "One's own literature and foreign literatures" (the introduction to Spanish literature in relation to the understanding of and experience with English and North American literatures; approaches to the initial study of a foreign literature).

4. "Problems involved in an introduction to Spanish literature" (Spanish literature or Hispanic literature? the most common attitudes of North Americans with respect to Hispanic life, art and literature; difficulties and distinctive traits of Hispanic culture and literature).

5. General discussion of themes 1-4.

Second Week

Review of methods, texts, manuals and supplementary materials for teaching Spanish literature (3 lectures by M. Enguídanos and 2 discussions by all the participants.)

1. "Two alternatives: a) the introduction to Spanish literature AFTER achieving an elementary level of proficiency in the language; b) the possibility of using literary texts right from the beginning of the language program".

2. General discussion on the preceding topic.

3., 4. "Spanish Literature courses in the United States: texts and pedagogical materials generally used" (the first and second years: readers, first texts, complete texts vs. edited texts, anthologies, dictionaries, etc.; the crucial junior year: surveys, anthologies vs. lists of complete texts; the histories of literature and the introduction of critical bibliography; problems peculiar to the senior year; coordination: nemesis and magic word.)

5. General discussion of the theme of lectures 3 and 4 of the second week, and of the problem of the exclusive use of Spanish (never English) in the teaching of Spanish literature at the University level.

Third Week

Practical exercises in the presentation and analysis of literary texts:
I. The novel (Benito Pérez Galdós'novel Misericordia. During these exercises the participants made use of the various methods of presentation and analysis, including the laboratory facilities).

1. Lecture by M. Enguídanos: "Introduction to the literary text in general, and to the novel and short story in particular".

2. Lecture by Mr. Schraibman: "The novelistic 'world' of Galdós in Misericordia. (the problem: how to show the class that the author has created a world into which one can enter by virtue of the novel?)

3. Lecture by Mr. Pettit: "The creation of characters in Misericordia" (the problem: how to show the relationship and the difference between the characters of the novel and human beings of real life, including the author himself).

4. Lecture by Mr. Schraibman: "Time and Perspective in Misericordia" (the problems: the differences and the relationship between real time and fictional time; the novel as a vision and an interpretation)

5. General discussion (and critique of the lectures) of the novel Misericordia by Galdós and of the problems which its presentation and study present to a class of Spanish literature.

Fourth Week

Practical exercises in the presentation and analysis of literary texts:
II. The short story and the short novel.

1. Presentation by Mr. Levin: "A story by Don Juan Manuel" (from El conde Lucanor: "Dello que aconteció a un mancebo que se casó una mujer muy fuerte y muy brava"). Presentations were followed by critique and discussion by all of the participants.

2. Presentation by Mr. Kubica: "A story by Jorge Luis Borges" (from Ficciones: "las ruinas circulares").

3. Presentation by Mr. Teale: "A 'novela ejemplar' by Cervantes" "El licenciado Vidriera")

4. Presentation by Mr. Trifilo: "A comparative study of two stories" (Bécquer's 'Leyenda' "Los ojos verdes" and Clarín's story "El centauro").

5. Lecture by Miss Karsen: "The Mexican author Juan Rulfo and his book 'El llana en llamas'".

Fifth Week

Practical exercises in the presentation and analysis of literary texts:
III. The essay and poetry.

1. Presentation by Mr. Crow: "An essay by Mariano José de Larra" (Impresiones de un viaje")

2. Presentation by Mr. Quilter: "Two essays by Azorín (from Castilla: "Ventas, posadas y fondas" and "Las nubes").

3. Presentation by Mr. Kubica: "Antonio Machado's poem "A un olmo seco".

4. Presentation by Mrs. O'Cherony: "Rubén Darío's poem 'Los cisnes, I'".

5. Presentation by M. Enguídanos: "Jorge Manrique's 'Coplas por la muerte de su padre'".

Sixth Week

Practical exercises in the presentation and analysis of literary texts:
IV. The theater (the last week of the program spent in the study and practical application of the possibilities of a Spanish dramatic work, relatively simple and popular: Don Juan Tenorio, by José Zorilla). M. Enguídanos, with the help of two participants, presented a literary analysis of the work as well as a study of the possibilities of dramatizing the play in class.

1. A study and discussion of the most desirable methods for presenting a dramatic work to Spanish students (the ideal situation: the play-production course; next best substitute: a dialogue reading, since theatrical works should be heard; the inappropriateness and limitations of the individual reading of a dramatic work).

2. (through 5) Dialogue reading (with commentaries) of Don Juan Tenorio.

Although the program is self-explanatory, I should like to point out in greater detail the purpose of each of its parts.

The introduction of the first week, seemingly theoretic in character, was conceived in order to confront the participants with the necessity of revising the basic concepts employed by literary criticism as a function of their application to the specific problem of introducing Hispanic literature to students too often little-prepared in the reading and analysis of works of a foreign literature. The task of revising our own attitude as participants with respect to literature as an aesthetic experience as well as an object of study seemed to me, moreover, an inescapable matter of prime importance.

During the second week of the program the participants were asked to give a detailed report of their actual experiences with respect to texts, courses and other pedagogical materials utilized in their respective institutions. It was especially hoped that these reports would also outline possible points of improvement and development for the future.

The program for the remaining four weeks proposed a series of exercises, by means of which the participants were to find themselves in diverse hypothetical situations. The entire group would thus study the problems which each literary genre presents when the focus shifts from the level of erudite learning to the relatively elementary level of an introductory course of literature The texts proposed for this analysis and presentation in the class were especially selected in order to include the most varied practical problems imaginable.

The bibliographical appendices were added as complementary to the program: one listed book required as indispensable for the presentation of the individual studies, and the other comprised an initial bibliography to be considered minimum for further studies. It was not the intention of the program that the participants should read all of the bibliography they were given; rather this was offered as an orientation for organizing studies of literary theory in view of the practical problems which an introduction to Hispanic literature can pose in the classroom.

B. Conclusion

From the very first session of the Seminar I noticed the excellent quality and preparation of the participants. I found myself among a group of Spanish professors which can be considered representative of the best of various ranks, institutions and geographic regions of the United States. My initial problem, therefore, was to coordinate the efforts of colleagues who were equally well-prepared and interested in literature, but who represented diverse age-groups, attitudes, backgrounds and specializations. Right from the beginning I tried to have the group function as a true seminar, where personal points of view would be clearly defined and respected, but where at the same time a common purpose, legitimate and relevant for all, would be sought.

The Seminar gave us the opportunity, unique as well as excellent, to consider seriously and systematically what had up to now been scarcely more than a hurried topic of discussion during the coffee breaks or during committee meetings of a decidedly bureaucratic and pragmatic nature. The Seminar presupposed the possibility of examining our consciences, criticizing ourselves by asking such questions as why and how we are teaching Hispanic literature. Starting from such basic and seemingly simple questions we would arrive at the more specific and practical problems of our daily encounter.

The first question put to general discussion was that of the duality of the object of our study, literature: a) literature as a human activity of an aesthetic nature, from which one derives pleasure (the pleasure of recreating what was created by the writer), and b) literature as an object of study or intellectual curiosity. After considerable discussion the group came to reccgnize that these two aspects of literature were inseparable and that, therefore, it was necessary to avoid a falsification of literary reality as when, for the sake of scholarship, the consideration of the first of these aspects is overlooked in the classroom.

Next the group discussed the state of modern literary criticism and its relationship to the principal problem of the Seminar:

the introduction to Hispanic literature. On confirming that modern literary criticism is becoming more and more oriented toward a vitalistic position, in which literature is considered not only as an adventitious or superficial object in the whole culture and life, but also as one of the most penetrating expressions of the particular way of being of a people, we professors of literature believe that we cannot be unaware of this reality while guiding our students in their initial steps. Once this question has been clarified, all of our efforts should be governed by that awareness of the dynamic importance or meaning of literature. Literature is a transcendent aesthetic experience which not only is situated in a "then" and a "there" of the text and the perception of the author, but also can and must be in the continuous and actual process of coming to the "now" and "here" of the reader. This is because the student of literature--and it does not matter whether it is his own or a foreign literature--is before anything, and even before being a student, a reader. After a detailed discussion, the conclusion was reached that any study of literature, including what is done in the most elementary courses, should point out from the outset the following triple objectives:

1. to emphasize the uniqueness of the literary aesthetic experience and the necessity of recognizing that this experience is--or should be--the primary objective of any study of literature. To deprive oneself of this experience will in the last analysis amount to not studying literature;

2. to give to the students the needed scholarly aids (such as historical, philosophical, or sociological context) in order to illuminate and help him understand the text in the "then" and

"there"in which it was conceived;

3. to orient the student in the search of ethical implications which any literary work poses. The moral responsibility or irresponsibility of the author is inseparable from his aesthetic vision.

After establishing these three premises or objectives for the beginners' class, the group raised the question of the difficulty of introducing an American student to Hispanic literature in particular, and discussed the problem of crossing linguistic and cultural boundaries. Since the number of questions which the participants raised exceeded by far at this point the agenda of my initial program of study, I attempted to organize our discussion meetings around these questions. It quickly became clear to me that indeed these questions formulated most concretely the real problems and concerns of such a representative group of the profession. As a result of our discussion we reached the following conclusions:

1. An adequate preparation in the knowledge and understanding of Spanish, if possible achieved by means of modern audio-lingual methods, is an indispensable prerequisite for undertaking an introduction to Hispanic literature. Without solid training in the spoken language, the American student will begin his work in literature as a "translator" and not as one who experiences and participates in the foreign culture. A translation, be it of the highest literary quality, is always a falsification of the original work. It was the unanimous opinion of the participants of the Seminar that introductory classes in Hispanic literature be given exclusively in Spanish.

2. Inseparable from linguistic preparation is an initiation to the study of Hispanic culture. It would naturally be ideal to undertake one's contact with this culture in a real situation (for instance, experience and study in a Spanish-speaking country.) A desirable and worthwhile substitute would be additional courses in the program in which Hispanic culture was presented not as a collection of names, titles and other details to be remembered, but rather as an aggregate of discoveries of timeless worth. There is one qualification which must be made, however: it is very difficult to determine whether or not an introduction to the study of culture should precede an introduction to the study of literature. It can well be argued that an introduction to literature, carried out along aesthetic and vitalistic criteria as suggested by this Seminar, is one of the most effective ways of penetrating a culture. Through literature one can reach the depths of "the world of preferences and rejections," life's internal ways and means, the system of values of the culture in question. Insofar as it has been possible to reach a conclusion on this matter, the Seminar hazards the recommendation that literature and culture be studied simultaneously, that is, along lines of a methodical interplay. R R

3. It is advisable that the selection of literary texts for an introduction to Hispanic literature comprise those which are closest to the actual experience of the American student, arranging them, moreover, in inverse chronological order, from the immediate present back to the remote past. The cultural reality which he is supposed to study must, of course, never be falsified or simplified. The Seminar then is opposed (in theory) to the simplified, cut or

edited texts, and instead advocates the simplification of techniques which will make more accessible the reality of Hispanic life, its language and its literature, without admitting in any way the claimed pedagogical reasons justifying the falsification of literary texts. The first literary texts can be graded, bearing in mind the varying degrees of linguistic difficulty, or the age and level of experience of the student, but at no time should he be given abridged texts, cut haphazardly by the editor, much less those books where the editor, generally a person of slight (if any) literary talent, retells novels, short stories or epic poems on the basis of pedagogical-grammatical criteria. R

4. The participants of the Seminar have agreed, in a rare unanimous opinion, that our Spanish Departments must in the future consider Hispanic literature as one single body. In a few universities across the country very definite steps have recently been taken in this direction; unfortunately, however, the fact remains that the more general tendency has been in the opposite direction, that of separating Spanish literature and Hispano-American literature as if they were two different literatures. To recognize the unity of Hispanic literature (common language, a history shared for centuries, a partaking of a common world of fundamental values) does not imply, on the other hand, that one would not recognize and understand in great detail, the rich variety derived from the geographic, ethnic, sociological and historical diversity of the peoples who speak Spanish. R

5. Arriving finally at the concrete and practical problems of recommending a type of introductory course consistent with the principles established in the Seminar discussions, the participants agreed

on their preference for a type of one-semester course which could R
be described by the title "Introduction to the Masterpieces of
Hispanic Literature". In it the students would read and study
from six to eight representative works of the different literary
genres. These works would be complete (neither simplified, nor R
shortened, nor fragmented) and would be chosen above all on the
basis of their aesthetic quality. Also taken into account, though
subject to the criterion of aesthetic value, would be the necessity
of representing in the course, at the appropriate moment, the var- R
iety of Hispanic literature in geopraphic space and historical time.

The Surveys which are customarily given as introductory courses in our universities, with the accompanying apparatus of anthologies and manuals, are not felt by the Seminar to be the best kind of course with which to present Hispanic literature to the student. Surveys can be useful for giving an idea of the over-all nature and general currents of a literature, all of which is valuable and necessary; but viewed as introductory courses, where it is so important that the student communicate dynamically with the highest and most permanent forms of expression of the culture of a people different from his own, Surveys will inevitably lead to a superficial, summary rapid view, definitely not conducive to the "involvement" which one is trying to awaken in the student. On the other hand, a course of Masterpieces will always need to be complemented with lectures by the professor and by assignments in handbooks of literary history, in works of cultural history and in books of literary criticism, which will provide the student with the necessary scholarly background.

After this discussion of fundamental problems the group took up the study of course offerings, textbooks and programs currently found in the United States and considered as introductory to Hispanic literature in an effort to see in a practical way how the proposed introductory course would fit into the total program of study of Spanish language and literature. Although the data which were gathered and discussed regarding this matter are still being analyzed and evaluated by the participants, a few general conclusions can be ventured in this report:

1. The situation of the introductory courses to Hispanic literature in Spanish departments in the United States is quite chaotic. Many institutions which lack any program as such, and in most of the cases the extremely important initial study of the foreign literature is left in the hands of the least experienced colleagues.

2. The Seminar would like to stress the necessity of coordinating R
the efforts of all instructors both in Spanish language and Hispanic literature in order that the transition from language courses to literature courses may take place gradually and harmoniously. In this sequence, the introductory course to Hispanic literature, or the first course in literature as such, is the all-important key.

3. Since the teaching of literary art is, or should be, itself an art, an effort must be made to convince all colleagues responsible for program organization in each department of the urgent necessity of entrusting introductory courses of literature to teachers R
who really believe in the artistic nature of their task. An

instructor incapable of introducing the student to literature by means of such a creative orientation can block, from the first course, the success of the best planned program.

4. As for the program of literature courses at the beginning levels, the Seminar would also like to see it subject to the criterion that literature is, above all else, art, and only in an accessory way, erudition. This is the basis for the recommendation, already expressed, that the historical presentation or the Survey be replaced on the first level by the dynamic and aesthetically appealing presentation of a Masterpiece course.

5. Handbooks of scholarship should be--in the opinion of the majority of the participants--predominantly tools for both the teacher and the student. They should not constitute in themselves (as unfortunately they still sometimes do) the goal of the learning efforts of the students.

6. Since the student who begins his study of Hispanic literature in the university actually reaches, or should reach, the advanced level of instruction with a certain experience in the study of his own literature, the Seminar points out the desirability of taking advantage of this experience by using it as a point of departure for the study of the foreign literature. R

7. Introductory courses in Hispanic culture (of diverse nature and broad methodological orientation: for example, historical, sociological, anthropological, aesthetic) should be incorporated in harmonious relationship with the introductory courses in literature. The Seminar is divided as to whether such courses should be taught in English or in Spanish. (I would personally be inclined to give them in Spanish, while recognizing the difficulties involved.)

Once the Seminar had completed its review of course programs, textbooks and specific practices in the present-day system of instruction, it undertook the study and thorough application of principles established in earlier discussions to particular Hispanic literary texts as suggested in the working outline. This part of the program was a very valuable experience for everyone, both the participants and the group leader, because of the fact that each one of the participants had to submit to the open criticism of his colleagues. It demonstrated how strongly academic routine tends to draw us away from that healthful attitude of constant self-criticism, which should be our daily bread in the exercise of our profession. We also demonstrated at great lengths how difficult it becomes to place oneself, or try to place oneself, in the perspective of the beginning student who views a foreign literature for the first time. A solution to this problem will require greater attention from all of us in the future. For the moment we propose, when time has permitted us to digest the unique experience of the Seminar, to include in the projected publication on the accomplishments of the group a detailed report of the specific problems encountered in the presentation of literary works of different genres.

REQUIRED TEXTS*

Alas, Leopoldo (Clarín). *!Adiós cordera! y otros cuentos*. Buenos Aires, Espasa-Calpe Argentina, S. A., Colección Austral núm. 444, 1947.

Azorín. *Castilla*. Buenos Aires, Editorial Losada, Colección contemporánea, núm. 43.

Babbitt, Irving. *Literature and the American College*. New York, Gateway Editions, Inc., 1956.

Bécquer, Gustavo Adolfo. *Rimas, leyendas y narriciones*. New York, Doubleday, Colección Hispánica, 1961.

Castro, Américo. "Españolidad y europeización del Quijote", Prologue to Cervantes, *Don Quijote de la Mancha*. Edition of the collection "Sepan Cuantos...", Editorial Porrúa, S. A., México, 1956.

Cervantes. *Novelas ejemplares*. New York, Doubleday, Colección Hispánica, 1962.

Darío, Rubén. *Cantos de vida y esperanza*. Espasa-Calpe, Colección Austral, núm. 118.

Larra, Mariano José. *Artículos de costumbres*. Espasa-Calpe, Colección Austral, núm. 306.

Machado, Antonio. *Poesías completas*. Espasa-Calpe, Colección Austral, núm. 149.

Pérez Galdós, Benito. *Misericordia*. Buenos Aires, Espasa-Calpe Argentina, S. A., Colección Austral, núm. 1251, 1958.

____________________. *Misericordia*. Edited by Angel del Río. New York, Holt, Rinehart and Winston, Inc. (both editions to be used.)

Río, Angel del. *El mundo hispánico y el mundo anglosajón en América*. Buenos Aires, Asociación Argentina por la Libertad de la Cultura, 1960.

Rulfo, Juan. *El llano en llamas.* México, Fondo de Cultura Económica, 1961.

Wellek, René and Warren, Austin. *Theory of Literature*. New York, A Harvest Book, Harcourt, Brace, and Co., 1956.

Zorrilla, José. *Don Juan Tenorio*. Edited by N. B. Adams, New York, Appleton-Century-Crofts, Inc., 1957.

*An additional bibliography was also recommended to the participants.

Psychology of Language Learning

Moshe Anisfeld

My assignment for the course was to teach (a) aspects of psychology particularly pertinent to language learning and (b) elementary statistics, research design and testing. In accordance with this assignment I prepared a course outline (attached here) which reflected this dual purpose. Around the middle of the summer we dropped completely the second topic. We simply did not have enough time to do even partial justice to the first topic. As it turned out, only a few participants were interested in actively engaging in research projects on second-language learning and consequently the rest considered the second topic of only marginal interest.

My course outline was discussed in a faculty meeting prior to the opening of classes, at which time I expressed my intention to run the course as a true seminar. The same sentiment was conveyed to the participants in the first meeting. It was felt that the objectives of the course, as outlined below, could be obtained only by means of a seminar-type course.

There is no one psychology of learning, perception, or motivation, that all psychologists adhere to and from which direct applications can be drawn to second-language teaching. In order really to benefit from psychological thinking, one cannot just ask for conclusions and end-products; one has to get involved in controversies and in interpretations of experimental data. What educators can learn from psychologists is not answers to questions, but ways of looking for the answers. It is essential to recognize that our understanding of the process involved

Practical problems can give adequate analysis only if they are first translated into a theoretical level. On this level a model is built to guide in the search for the solution to the problem. The model represents reality but it does not need to bear any resemblence to it. Mathematics is a good example of such a model and of its tremendous utility.

The switch from the practical level to the theoretical level and the operation on the abstract level present a real difficulty for some people engrossed in practical problems. There were obvious individual differences with respect to this variable. Some participants immediately comprehended the value of theoretical analysis, while others had difficulty, initially, in adopting a different perspective from their usual one. However, I have the distinct impression that around the middle of the course most participants recognized that the theoretical detour was the only way open to the goal of understanding language learning psychologically.

The shortage of time imposed severe limitations on our progress. Participants did not have time to do the readings assigned and, what is more disturbing, were too busy attending lectures to have time to think and discuss among themselves issues brought up in class. It is hard for a person to appreciate a new way of attacking a problem if he has not struggled with it himself.

Also, forty-five minute sessions are not very conducive to the development of a smoothly flowing discussion. Longer periods, even if less frequent, would have been more profitable.

PRECEDING PAGE BLANK- NOT FILMED

Topical Outline

Part I Psychological Issues Relevant to Second-Language Learning

- A. Principles of associative learning.
  - (a) Classical conditioning and its derivatives.
  - (b) Operant conditioning and the Skinnerian attempts to generalize the laboratory findings to language behavior and education.
  - (c) Findings of laboratory verbal-learning experiments.
- B. Beyond "simple" associations: organizational processes in the formation of associations. The work of Miller, Tulving, Bousfield, etc.
- C. Further beyond associations: signs and Gestalts, rules and plans. Distinction between language and speech and its implications. Chomsky's work on the nature of language. The work of Tolman, Miller, Lenneberg, and Luria.
- D. Review of studies on second-language learning and bilingualism.
- E. A systematic analysis of the psychological processes underlying the acquisition of language skills.

Part II Basic Ideas in Statistics, Measurement and Research Design

- A. Statistics. Samples and populations, classification of variables in terms of their numerical properties, frequency distributions, measures of central tendency, measures of variability, measures of relationship and prediction, probability and the normal curve, statistical significance.
- B. Measurement. Validity and reliability, internal consistency and item analysis.
- C. Research design. Types of research. Classification of variables in terms of their psychological properties, randomization, factorial designs, explanation and causation.

REQUIRED TEXTS

Brooks. *Language and Language Learning*. Harcourt, Brace and World, Inc.

Carroll. *The Prediction of Success in Intensive Foreign Language Training*. Obtainable from J. B. Carroll, 13 Appian Way, Harvard University, Cambridge, Massachusetts.

Carroll. *Research on Teaching Foreign Languages*. University of Michigan Press.

Cronbach. *Educational Psychology*. Harcourt, Brace and World.

Ferguson. *Statistical Analysis in Psychology and Education*. McGraw-Hill.

Furst. *Constructing Evaluation Instruments*. Longmans, Green.

Hebb. *A Textbook of Psychology*. Saunders.

Lado. *Language Teaching*. McGraw-Hill.

Lado. *Language Testing*. Longmans, Green.

Mednick. *Learning*. Prentice-Hall.

National Soc. Study of Education. *Theories of Learning and Instruction*. University of Chicago Press.

Travers. *An Introduction to Educational Research*. MacMillan.

Tyler. *Tests and Measurements*. Prentice-Hall.

Weinrich. *Languages in Contact*. Mouton.

OPTIONAL MATERIALS

Agard, F. B., and Dunkel, H. B. An Investigation of Second Language Teaching. Boston: Ginn, 1948.

Andersson, T. The Teaching of Foreign Languages in the Elementary School. Boston: Heath, 1953.

Brooks, N. Language and Language Learning Theory and Practice. N. Y.: Harcourt Brace, Second Ed., 1964.

Carroll, J. B., and Sapon, S. M. Manual, Modern Language Aptitude Test, 1959 edition. N. Y.: Psychological Corp., 1959.

Deese, J. The Psychology of Learning. 2nd ed. N. Y.: McGraw-Hill, 1958.

Dunkel, H. B. Second-Language Learning. Boston: Ginn, 1948.

Eddy, F. D. (Ed.) Reports of the Working Committees, 1959 Northeast Conference on the Teaching of Foreign Languages. Washington, D. C.: Georgetown University, 1959.

Festinger, L., and Katz, D. Research Methods in the Behavioral Sciences. N. Y.: Dryden Press, 1953.

Guilford, J. P. Psychometric Methods. N. Y.: McGraw-Hill, latest ed.

Gulliksen, H. Theory of Mental Tests. N. Y.: Wiley, latest ed.

Harris, C. (Ed.) Encyclopedia of Educational Research, 3rd ed. N. Y.: Macmillan, 1960.

Lado, R. Linguistics Across Cultures. Ann Arbor: U. Michigan Press, 1957.

Marty, F. Language Laboratory Learning. Wellesley, Mass.: Audio-Visual Publications, 1960.

Nostrand, H. L., et al. Research on Language Teaching: An Annotated International Bibliography for 1945-61. Seattle: University of Washington Press, 1962.

Oinas, F. J. Language Teaching Today. Bloomington, Indiana: Indiana University Research Center in Anthropology, Folklore, and Linguistics, Publication 14, 1960.

Penfield, W., and Roberts, L. Speech and Brain-mechanisms. Princeton, N. J.: Princeton University Press, 1959.

Siegal, S. Nonparametric Statistics. N. Y.: McGraw-Hill, 1956.

Language Laboratory Methods

Pierre Léon

Each week a seminar was scheduled to discuss questions about the language laboratory. Because of the extremely crowded schedule, two of the planned meetings could not be held. At the beginning, a general introduction was presented, in which the different aspects of the language laboratory were treated. In order to better determine which matters were of interest to the participants, a questionnaire was passed out.

With the help of the lab director, Professor Mikesell, films on the language laboratory were shown to illustrate the different types of installations and the problems of administration. The class listened to, and commented on, a tape on which were recorded the various possible "defects and malfunctions" of a language lab. In an attempt to answer the questions brought up by the questionnaire, the class held an open discussion. The questions dealt mostly with technological and pedagogical matters. Brochures on pattern drills and testing in the lab were distributed. The class criticized recordings of lessons planned for the lab. The participants were encouraged to visit the labs while they were in use. Individual interviews were held to try to solve problems concerning special cases. This course was complemented by Mr. Valdman's lectures on programmed learning.

Evaluation

This course was too short to make possible a true evaluation of it. However, since all but three of the thirty-two participants had already had considerable experience with language laboratories, it is hoped that this brief review will have enabled them to clarify certain ideas and solutions to possible problems.

It is significant that the majority of the professors in charge of labs did not know the make of the machines they use; the greatest difference of opinion, in fact, arose over the machines of the same make. Those few who did not complain about the machines used were those who have a language lab director and technicians. This proves the need for specialists in the field. The professors also complain about the poor quality of the numerous commercially produced tapes. Most of them have an excellent critical judgement. On this point, we all agree with Boileau that "La critique est aisée mais l'art est difficile."

SEMINAR FOR COLLEGE TEACHERS

This is to certify that

HAS PARTICIPATED IN THE SEMINAR FOR
COLLEGE TEACHERS OF FRENCH, GERMAN, AND SPANISH
SPONSORED BY THE INDIANA LANGUAGE PROGRAM
AND HELD AT INDIANA UNIVERSITY FROM JUNE 24 TO AUGUST 7, 1964

Co-Director of the Seminar

Vice-President and Dean for
Undergraduate Development

Co-Director of the Seminar

Director, the Indiana Language Program